

CESE

NEWSLETTER 9

Ed. resp.: H. VAN DAELE -

CESE - 51, rue de la Concorde, 1050 Brussels, Belgium - Tel.: (02) 512.17.34
Bank account: Banque Bruxelles-Lambert 310-0065613-30

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Comparative Education Society in Europe
Association d'éducation comparée en Europe
Gesellschaft für Vergleichende Erziehungswissenschaft in Europa

CESE Newsletter

La CESE Newsletter est le bulletin d'information officiel de l'Association d'Education Comparée en Europe, mais c'est aussi VOTRE newsletter. N'hésitez pas à nous envoyer des informations de valeur scientifique dans le domaine de l'éducation comparée, ou à nous soumettre des textes concernant des études intéressantes, des projets majeurs, des changements dans l'éducation comparée-curricula, des innovations de cours, promotions, etc... Envoyez-nous un offprint de votre dernier article ou une copie du livre que vous avez publié récemment.

The CESE Newsletter is the official information bulletin of the Comparative Education Society in Europe, but it is also YOUR newsletter. Do not hesitate to send us any information of scientific value in the field of comparative education, or submit texts about any interesting studies, major projects, changes in comparative education curricula, new courses, promotions, etc... Send us an offprint of your latest article or a copy of the book you have just published.

Die Newsletter ist das offizielle Informationsblatt der CESE, aber, es ist auch IHR Informationsblatt. Zögern Sie nicht, falls Sie Informationen wissenschaftlichen Charakters im Bereich der vergleichenden Erziehungswissenschaft weitergeben möchten. Schicken Sie uns Ihren Text über interessante Forschungsarbeiten, wichtige fortschrittsfördernde Kurse, Ernennungen, usw... indem Sie uns eine Kopie Ihres Artikels oder Ihres letztlich erschienenen Buches zu kommen lassen.

JUNE 1981 Contents

1. X^e Conférence de la CESE. Xth Conference of the CESE.
2. D.KALLEN: «The Future of the Comparative Education Society in Europe»
3. J.H. HIGGINSON: «Michael Sadler and Isaac Kandel»
4. From National and Regional Societies
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6. Publications
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CONFERENCE

Xe Conférence de l'Association d'éducation comparée en Europe

Genève, 20-23 septembre 1981

Le futur des sciences de l'éducation: enjeux théoriques et institutionnels

UNI II

24, rue Général Dufour

Genève

Pour toute information s'adresser:
Secteur «Développement et planification des systèmes de formation»
Prof. Dr. Pierre Furter
Université de Genève
Suisse

PROGRAMME GENERAL (provisoire)

Dimanche, 20 septembre

Arrivée des participants

Inscription

soirée: Séance officielle d'ouverture
Cocktail de bienvenue.

Lundi, 21 septembre

Matin: Séances scientifiques

Après-midi: Travail en ateliers

Soirée: Réception.

Mardi, 22 septembre

Matin: Séances scientifiques

Après-midi: Travail en ateliers

Soirée: Réception.

Mercredi, 23 septembre

Matin: Séances scientifiques

Après-midi: Assemblée générale de la CESE

Séance d'anniversaire du XXe anniversaire de la CESE

Soirée: Réception.

Jeudi, 24 septembre

Départ des participants

Eventuellement excursions.

1. Etudes de cas nationaux:

La Suisse: par Mr. A. Gretler
L'Italie: par le Prof. M. Mencarelli
La France: par Messrs. M. Debeauvais et S. Rivero
La Grande-Bretagne: par M. P. Raggatt
La R.F.A.: par Dr. B. Krüger
L'Espagne: par Mr. V. Garcia Hoz
La Hollande et la Belgique: par Messrs. J. Branger et W. Wielemans

2. Thèmes généraux:

La place de l'éducation comparée dans les sciences de l'éducation, Dr. Cowen, Institut d'éducation Université de Londres.

Les sciences de l'éducation dans la formation des enseignants, Prof. Egger, CESDOC, Palais Wilson, Genève.

Des sciences de l'éducation ou une science de l'éducation, Prof. Mitter, DIIPF, Frankfurt am Main.

3. Ateliers déjà prévus:

L'analyse de système dans les sciences de l'éducation, Michel Carton, FaPSE, Université de Genève.

La méthode d'analyse des dimensions territoriales de la formation, Prof. Orefice, Université de Napoli.
Futurologie et sciences de l'éducation, Prof. J. L. Garcia Garrido, Université de Barcelona, Dr. S. Rassegh, IIEP, Paris
L'apport de l'économie de l'éducation aux sciences de l'éducation, Dr. Hanhart, FaPSE, Université de Genève.

Aucune communication ne pourra être acceptée après le 30 juin 1981.

Langues de travail et interprétation: français-anglais-allemand

Tenth General Conference of the Comparative Education Society in Europe.

Geneva, September 20-23, 1981

The Future of the Educational Sciences: Theoretical and Institutional Issues

Uni II (University of Geneva)

24, rue Général Dufour

Geneva

For all information, please contact Prof. Dr. Pierre Furter, Department «Développement et planification des systèmes de formation»

University of Geneva

Switzerland

General Programme

Sunday, 20 September

Registration

Evening: Opening address, Official Reception.

Monday, 21 September

Morning: Scientific Sessions

Afternoon: Working Groups

Evening: Reception.

Tuesday, 22 September

Morning: Scientific Sessions

Afternoon: Working Groups

Evening: Reception.

Wednesday, 23 September

Morning: Scientific Sessions

Afternoon: CESE: General meeting

CESE: 20th-Anniversary Session

Evening: Reception.

Thursday, 24 September

Eventually: excursions

Departure of the participants

1. National case studies:

Switzerland: Mr. A. Gretler

Italy: Prof. M. Mencarelli

France: Prof. M. Debeauvais and Mr. S. Rivero

Great Britain: Mr. P. Raggatt

Spain: Prof. V. Garcia Hoz

B.R.D.: Dr. B. Krüger

Holland and Belgium: Dr. J. Branger and Prof. W. Wielemans

2. General themes:

The place of comparative education in the educational science(s), Dr. R. Cowen, Institute of Education, University of London, London.

Development of educational science(s) and teacher education, Prof. Egger, Cesdoc, Palais Wilson, Geneva.

Educational science or educational sciences? Prof. Mitter, DIIPF, Frankfurt a. Main.

3. Working Groups:

Systems analysis in educational sciences, Michel Carton, FaPSE, University of Geneva.

The method of analyzing the territorial dimensions of education, Prof. Orefice, University of Napoli.

Futurology and educational sciences, Prof. J. L. Garcia Garrido, University of Barcelona, Dr. S. Rassegh, IIEP, Paris.

The contribution of educational economics to the educational sciences FaPSE, University of Geneva.

Please note: Papers will have to be submitted before the 30th of June, 1981.

Working languages:

Working languages are French, English and German; simultaneous interpretation will be assured.

Registration fee:

Are included: programme, documents and proceedings. Coffee and tea during the conference.

Droit d'inscription:

Sont inclus: le programme, les documents et les actes. Le café et le thé pendant la conférence.

Before/avant

30.6.81

After/après

1.7.81

Non-CESE members
Non-membres de la CESE

100 FS

150 FS

CESE members
Membres de la CESE

60 FS

90 FS

Students Etudiants

40 FS

60 FS

Bank/Banque Pour la Suisse

Other countries
Pour les autres pays

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The future of the Comparative Education Society in Europe.

The CESE will this year celebrate its 20th anniversary. It is in a state of relative good health. Its membership oscillates around 300, the Newsletter maintains regular contact with members and many non-members, it serves as a platform for contact and exchange among comparative educationalists in Europe and in many countries of the Third World.

Nevertheless, its position remains fragile. In the first place because it is not an «organisation» in the sense of an established institution with a fulltime management team, a programme, and the institutional and financial means to achieve its goals. Of course, its founders have never meant it to become an organisation in the above sense. For a long time the CESE as an institution has survived thanks to the informal, but very real administrative support that a few of its outstanding members succeeded in mustering: its successive Presidents used their universities' services, Prof. Brian Holmes assured for ten years the secretariat at the London University Institute of Education, Prof. Detlev Glowka at the Max Planck Institute of Educational Research in Berlin produced for many years the Newsletter.

«1968 and after» have directly affected the future of the Comparative Education Society in Europe. Without becoming pathetic, one can safely state that the changing position of university professors has, among many other effects, resulted in curtailing their ability to use their institutes' resources in favour of professional associations such as the CESE.

The association with the Institute of Education of the European Cultural Foundation that I, when still a secretary of the CESE, have negotiated some six years ago, provided us with the administrative and financial support that we needed in order to maintain an acceptable level of activities. I recall that the Foundation has provided us in the first years of the agreement with administrative support and a direct subsidy for a total of Hfl. 15.000 (or approx. US\$ 7.500) per year and since 1980 for Hfl. 20.000 per year. The conditions of the agreement were very favourable: the Foundation did not impose any restrictions of conditions. Its sole purpose was to create in Brussels a «centre» (the word is used here in a very loose sense) of European associations working in the field of education. Such an endeavour was in fact fully in line with the overall philosophy of the European Cultural Foundation.

As from 1982 however, the support of the Foundation will gradually be phased out. The reasons are several: economic stringencies have also hit the European

Cultural Foundation. Furthermore, the number of associations that have joined the Brussels endeavour has, unfortunately, remained very limited. Under these conditions, it has appeared to the Foundation that the support that it had until now provided to associations such as the CESE was not longer justified.

The precise conditions of the phasing-out process have still to be negotiated. At any rate, however, the subsidy for 1981 will be fully guaranteed.

In the wake of the above agreement, the CESE has acquired legal status under Belgian law. Incidentally, one of the implications of this is that one of the Committee members (or the secretary) must be Belgian. Alternatives to the now ending agreement should therefore to my mind in the first place be sought in Belgium. Brussels offers several advantages, such as the fact that Brussels is also the seat of the European Communities. A return to the old tradition of a «mobile» CESE, moving along from country to country and from university with its President and/or its Secretary, is to my judgment not longer viable.

In the few months until the end of my mandate as a CESE President I will together with the Secretary and the Committee explore any possibilities that may offer reasonable material guarantees as well as maintain our academic independence. In this context, we will in particular seek to become recognised by Unesco as a non-governmental organisation (NGO).

One consolation is that thanks to the generous support of the European Cultural Foundation and in spite of the fact

that a revived and qualitatively good Newsletter has absorbed a great deal of our resources, the CESE financial situation is healthy. Very careful, almost stingy, financial management by Prof. Henk Van daele, the Secretary-Treasurer, explains for a great deal this relatively favourable situation. On the other hand, however, it must be remembered that the fee income from members is hardly sufficient to pay for one yearly meeting of an already in size restricted CESE Committee.

Or, in other words, there would be no money whatsoever left for administrative expenses (secretary, office space, mailing costs) and the production of a Newsletter would have to be discontinued.

Should new external financial support not be found, the CESE will be obliged to call on the generosity of its members. In the past, generous donations have at several occasions been received from individual members. In times of social security for everybody such gestures may seem of another age. But perhaps new forms can be found that correspond to contemporary values. Our Belgian status as a non-profit making organisation may in this context be of avail.

At any rate, however, I am fully confident that the CESE will survive. Rests to me the pleasant duty to thank the European Cultural Foundation and in particular Dr. L. Cerych, Director of the Paris Institute of Education, for an unflinching moral and financial support.

Denis Kallen

President of the CESE

MICHAEL SADLER and ISAAC KANDEL Master and Pupil

By Dr. J.H. Higginson, formerly Warden of Sadler Hall in the University of Leeds

Isaac Kandel once told me that it was when he sat at the feet of Professor Michael Sadler in the University of Manchester in 1906 that the window on Comparative Education was opened for him. At the time Michael Sadler had left his pioneer research post in foreign studies at the *Office of Special Inquiries and Reports* and he was occupying a specially created part-time Chair as *Professor of the History and Administration of Education* - the first of its kind in England.

Isaac Kandel had gained a first class degree in Classics and a university scholarship. In 1906 he also completed the Teacher's Diploma course to which Sadler contributed 24 lectures on *The History of Education in England 1800 - 1911*, (1) a course which reflected throughout his pioneer studies in Comparative Education as the first Director

of the *Office of Special Inquiries and Reports*. Long afterwards Isaac Kandel remembered these lectures and in a letter to the writer in 1953 he wrote:

«That Sadler was familiar with the development of American education is quite clear. He also paid tribute to the influence of American education in England - see the section on this influence on the education of girls and women in *Outlines of Education Courses in Manchester University*, pp 77/78».

When we look up this reference we find a detailed section, under the heading *Influence of American Education*, beginning with the Moravian School for girls, Nazareth, Pennsylvania 1750, and ending with Radcliffe College, the affiliated women's college of Harvard University, chartered to give degrees in 1894.

In the same correspondence Kandel drew attention to the occasion of the third visit of (by then Sir) Michael Sadler

to the United States of America. Kandel writes:

«He always referred to Horace Mann, Henry Barnard, W.T. Harris John Dewey, the U.S. Bureau of Education and Chautauqua and other summer schools».

Kandel also observes:

«Sadler's best statement on the significance of Comparative Education was made in a lecture in 1900 *How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education*» (2).

Many years later after Sadler's death Kandel referred to this lecture again commenting:

«His lecture delivered in 1900 *How Far We Can Learn Anything of Practical Value from the Study of foreign Systems of Education?* should be a vade-mecum for every student and writer in the field of Comparative Education».

On the eve of his third visit to the United States of America Michael Sadler had produced, at the invitation of Isaac Kandel, an article on *The Philosophy Underlying the Systems of Education in England* (3). Today this still reads as one of the most penetrating diagnoses of the Englishness of English education. It is much reflected in the three lectures on *The Outlook in Secondary Education* which Sadler delivered to the Faculty and Students of Teacher's College, Columbia University, on March 26th, 27th and 28th, 1930. In the first of these lectures, entitled *Progress and Pitfalls*, Sadler, in a panoramic survey beginning:

«But the United States, more than any other country, has given drive and momentum to the new trend of educational thought and administration.....»

concludes:

«.....and the Educational Yearbooks issued under Dr. Kandel's editorship by the International Institute of Teacher's College are the best telescope through which the student can now sweep into his vision the educational changes of the world».

It was wholly appropriate when Dr. Lynda Grier's book *Achievement in Education: The Work of Michael Ernest Sadler 1885 - 1935* appeared in 1952, that Professor Emeritus I.L. Kandel of Columbia University, produced a lengthy review which he opened with the comment:

«It is difficult to believe that a generation has grown up which has not come under the spell of Sadler's wise and warm humanity».

This review is an excellent example of Kandel's critical grasp and his power of lucid exposition. At the outset he recognises the daunting task which has faced Dr. Grier because:

«There are few educators in England or elsewhere with so many-sided yet interlocking interests in education, in art, in civics, and in international affairs».

The themes which Kandel selects for comment show a characteristic reflection of his own major interests - secondary education, the concept of a liberal education, unity and diversity in the structure of educational systems. He praises Dr. Grier for her choice of quotations, especially that in which Sadler makes a 'noble and eloquent tribute to the teachers' calling'. Kandel points out that Dr. Grier brings the story of Sadler's achievement down to 1935 only, and he adds:

«But his achievement did not stop at that point, for he gave his support to a direction in educational research which, though not new, had never been undertaken on such a scale. He served from 1931 to 1937 as chairman of the English Committee of the International Examinations Inquiry Committee and gave the fullest measure of support to his old friend Sir Philip Hartog, who directed the technical research. That he had a complete grasp of the meaning and place of objective studies of educational issues he manifested at the conferences held in connexion with the inquiry. He would, however, have deplored the current emphasis on this type of research at the expense of the study of other, aspects of education».

This may be a testimony to Michael Sadler but it can be read equally as a statement of convictions by the author of volumes like *Comparative Education* and *The New Era in Education* and *American Education in the Twentieth Century*. Incidentally on the occasion of the reprinting of *Comparative Education* Kandel wrote to the writer:

«My *Comparative Education*, while still sound for the general background, is out of date on details. The publishers reprinted it without consulting me or giving me a chance to revise it».

At the end of a letter written a little before his review of Dr. Grier's book Kandel remarked that a friend of his in the University of Southampton, was planning an anthology of Sadler's most important writings, adding the comment that it was 'a book that Sadler himself told me he had in mind to prepare'. Sir Michael Sadler died in 1943 with this intention unfulfilled. Kandel concluded his eloquent and appreciative review with the words:

«He had planned in his later years to collect and publish what he considered his most important contributions to educational literature; this task unfulfilled by Sadler should be undertaken with the assurance that whatever is selected will have permanent value and significance».

Kandel's faith and appreciation of his Manchester mentor was not entirely shared by publishers who wished to be sure of profit-making publications. We had to wait until 1979 when a young enterprising team in Liverpool - Interna-

tional Publishers Ltd. - undertook the risk of publishing an anthology which aims at preserving the best of Sadler's thought, and which records his debt to the initiative of American studies in Comparative Education in general, and to Isaac Kandel in particular (5).

Fittingly, Kazamias and Massilias in 1965 identified the relationship of Michael Sadler and Isaac Kandel. They wrote:

«Of the nineteenth century pioneers, Michael Sadler stands out as the forerunner of the methodological approach that characterised comparative studies in the twentieth century..... The Sadlerian principles have become the cornerstone of the theoretical orientation of twentieth century comparative education. This is most clearly evident in the work of the most representative and best known contemporary comparative educator, namely I.L. Kandel» (6).

References

1. A summary of the contents of these lectures, with Sadler's own Bibliography, is reproduced in the journal *History of Education* Volume 9 No. 3 September 1980. See pages 245 - 255 *Establishing a History of Education course: the work of Professor Michael Sadler 1903 - 1911*.
2. This lecture is reproduced in full, pages 48 - 51, in the Sadler anthology listed below.
3. Sadler, Sir Michael, *The Philosophy Underlying the System of Education in England* in *The Educational Yearbook 1929*, of the International Institute of Teachers College, Columbia University, New York City pp 4 - 74. Edited by Dr. I.L. Kandel.
4. Kandel, I.L. *Comparative Education 1933. The New Era in Education 1955. American Education in the Twentieth Century 1957*.
5. Higginson, J.H. *Selections from Michael Sadler: Studies in World Citizenship* With introductory Foreword by Lord Asa Briggs, Provost of Worcester College, Oxford and Chancellor of the Open University, Published DeJall and Meyorre, International Publishers Ltd 83 - 101 The Albany, Old Hall Street, Liverpool L3 9EG, England.
6. Kazamias, A. and Massilias, B. *Tradition and Change in Education* (1965) Published by Prentice Hall International.

FROM NATIONAL AND REGIONAL SOCIETIES



A.F.E.C.

La Colloque 1981 a eu lieu au Centre International d'Etudes Pédagogiques de Sèvres le 7, 8 et 9 mai dernier. Le thème était: «Les réformes de l'éducation».

Liste alphabétique des communications:

Josette ADDA: La réforme des mathématiques modernes.

Jean Marie ATANGANA MEBARA:

- La recherche pédagogique peut-elle promouvoir le changement dans les systèmes éducatifs?

- Réflexions sur les difficultés de la recherche pédagogique à promouvoir le changement en éducation (le cas des pays en développement).

BEBBE NJOH: La réforme éducative du Cameroun et le problème de l'intégration des deux systèmes scolaires.

Mireille ETAIX: Analyse critique de l'éducation télévisuelle et de la réforme de l'enseignement: changement éducatif et social en Côte d'Ivoire.

Sarella ENRIQUEZ: Les réformes éducatives: technocratie versus participation.

Avigdor FARINE: Réformes de l'éducation ou retour à l'éducation de base?

Anne Marie GOGUEL: Madagascar 1951-1978: 4 réformes successives de l'enseignement.

Ruth HAYOE: La création de l'Université de Fudan de Shanghai: conflicts et compromis.

Denis KALLEN: Recherches et réformes en éducation: quelques réflexions.

Michel DEBEAUVAIS: Réformes «réactionnelles» et réformes «modernisantes».

Ettore GELPI: Réformes dans le Tiers Monde.

Pierre LADERRIERE: D'où viennent les idées de réforme? Comment se propagent-elles?

Jean LAMOURE: Genèse et cycle de vie d'une réforme dans l'enseignement technique français: le cas des I.U.T.

Jeanne LAMOURE: La réforme comme expression du rapport des forces entre acteurs sociaux.

LE THANK KHOI: Les changements éducatifs.

Paul LOUPIAS: La pédagogie par les objectifs comme outils de réforme pédagogique.

Thierry MALAN: Les réformes de l'éducation.

Emmanuelle PAUTLER: Théorie et réalité comparaison entre les Comprehensive Schools britanniques et le Collège Unique Français.

René RICHARD: Réformes éducatives: acteurs sociaux et forces en présence: le cas du Zaïre.

Rajaonarisoa RAOILISON: Réflexions sur l'éducation et le travail dans le cas de l'économie africaine traditionnelle.

Santiago RIVERO: La réforme Haby.

Quang Nam THAI: Les réformes de l'éducation en République socialiste du Viet-Nam.



17 - 21 mai 1981

2e Rencontre Internationale Langue et Cité organisée par le Centre Mondial d'Information sur l'Education Bilingue, CMIEB, à Bakou. (URSS)

Thème: «Education bilingue: identité culturelle, coopération et compréhension entre les peuples».

Information: CMIEB, 9 rue Xavier de Maistre, 11100 AOSTA (Italie).

27 - 29 mai 1981

Premier colloque international de l'AUP-ELF, à Louvain-la-Neuve, (Belgique).

Thème: «L'adaptation de l'enseignement supérieur universitaire et non-universitaire aux besoins nouveaux de son environnement: enjeux et défis pédagogiques».

Information: REUL, Place de l'Université 1, Louvain-la-Neuve, Belgique.

21 - 26 June 1981

9th General Conference of the International Peace Research Association, Orillia, Ontario, Canada.

Information: Ruth Klaassen, PRI-D, 25 Dundana Ave., Dundas, Ontario, Canada L9H 4E5.

6 - 10 juillet 1981

Congrès mondial des sciences de l'éducation, à Trois-Rivières, Québec, Canada.

Thème: «L'école et les valeurs» - «Values and the school»

Information: Université du Québec à Trois-Rivières, Département des Sciences de l'Education.

Case postale, 500, Trois-Rivières, Québec, Canada G9A 5H7.

15 - 18 July 1981

7th International Conference on Higher Education;

Theme: «Improving University Teaching».

University of Tsukuba (Japan).

27 - 31 July 1981

3rd World Conference on Computers and Education in Lausanne, Switzerland.

Information: Prof. B. Levrat, Uni II, 24 rue Général Dufour, CH 1211 Geneva 4, Switzerland.

4 - 6 August 1981

INSEA Conference at Nargol, India.

Theme: «Ideology, Learning and Evaluation of Creativity in Education»

Information: K. Vyas, Sincérité Education, Bhilad (Distr. Valsad), GUJARAT, India.

10 - 16 August 1981

24th INSEA World Congress in Rotterdam (Holland)

INSEA: International Society for Education through Art.

Information: BBK, Emmaplein 2, 1075 AW Amsterdam, Holland.

21 - 25 August 1981

4th World Conference on Gifted and Talented Children in Montreal, Québec, Canada.

Information: Gifted Secretariat, 772 Sherbrooke Street West, Montreal, Québec, Canada H3A 1G1.

7 - 11 septembre 1981

6ème Conférence ATEE à Neuchâtel, Suisse.

Thème: «Stratégies d'interactions entre la formation des enseignants et l'innovation à l'école»

Information: M.J. Tschoumy, Directeur IRDP, Faubourg de l'Hôpital 43, CH 2000 Neuchâtel.

8 September 1981

Conference of the Dutch-speaking Society at 's-Hertogenbosch, Holland.

Theme: «Transcultural Education»
Information: Prof. W. Wielemans, KUL, Vesaliusstraat 2, 3000 Leuven, Belgium.

20 - 23 September 1981

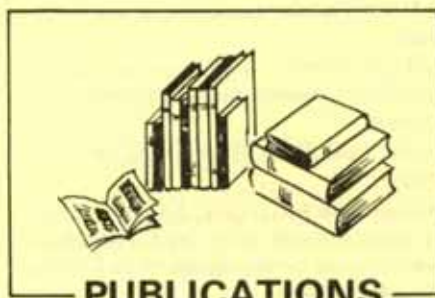
Tenth General Conference of the CESE, Geneva.

27 - 30 septembre 1981

Third conference of the International Standing Conference on the History of Education in Paris.

Thème: «Les politiques éducatives dans leur contexte historique; facteurs sociaux, économiques, politiques, culturels».

Information: Service d'histoire de l'éducation de l'Institut national de recherche pédagogique, 29, rue d'Ulm, 75230 Paris.



PUBLICATIONS

The CESE secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes:

Das CESE Sekretariat erhielt folgende Publikationen:

McLEAN, Martin (Ed.)

Joseph A. Lauwerys. A Festschrift, London, University of London - Institute of Education Library, 1981 (Education Libraries Bulletin, Supplement 22)

HOLMES, Brian

Comparative Education. Some considerations of method, London, Allen & Unwin, 1981.

VON ROSEN, Claus

Bildungsreform und Innere Führung, Weinheim-Basel, Beltz, 1981 (D.I.I.P.F., Untersuchungen zum in- und ausländischen Schulwesen, 22)

HENK, Dieter

Schulpädagogen in der zweiten Hälfte des 19. Jahrhunderts, Weinheim-Basel, Beltz, 1981 (D.I.I.P.F., Studien und Dokumentationen zur deutschen Bildungsgeschichte, 18)

L'enseignement spécial dans la Communauté européenne, Bruxelles-Luxembourg, Commission des Communautés européennes, 1980 (Collection Etudes, Serie éducation, 11)

DE CLERCK, Karel en VAN DAELE, Henk
Professor R.L. Plancke 70. Getuigenissen en bijdragen, Gent, Centrum voor de Studie van de Historische Pedagogiek, 1981.

HOLMES, Brian

Comparative Education Department. University of London, Institute of Education, London, s.d.

TEICHLER, Ulrich

A Challenge to the Higher Education Tradition, London, LACE, 1980 (LACE Occasional Paper 1)

DIMMOCK, Clive

Teacher Supply as a Problem in the USA and England, London, LACE, 1980 (LACE Occasional Paper 3)

BETTS, Robin

The Politics of West German School Reform 1948-1973, London, LACE, 1981 (LACE Occasional Paper 4)

World Council of Comparative Education Societies Newsletter - Bulletin du Conseil Mondial des Sociétés d'Éducation Comparée, Paris, XI, 1981.

Ecole et Paix, Genève, 1981, n. 1.

LACE Newsletter, London, 1981, n. 2

C.E.L.E.C. (Bulletin du Centre d'études comparative sur les problèmes linguistiques et culturels en psychopédagogie), Grenoble, 1979, n. 1 et 1980, n. 2.

L'innovation dans l'enseignement. Nouvelles de l'OCDE, Paris, 1980, n. 26 et 1981, n. 27.

EURinfo, Bruxelles, 1981, n. 55, 56 et 57.

IBEDOC information, Geneva, 1980, n. 20.

Awareness list IERS, Geneva, 1980, n. 25 et 26/27.

Awareness list IERS. Special Series. Lifelong education, Geneva, 1980, n. 9.

Connexion. Bulletin de l'éducation relative à l'environnement UNESCO-PNUE, Paris, 1981, VI, n. 1.

TOTH, Janos

Droits de l'homme. Un défi à l'éducation, Genève, EIP, s.d.

MITTER, W.

Arbeitszeit und Arbeitsbelastung des Lehrers in erziehungswissenschaftlicher Sicht, in *Im Brennpunkt*, März 1981, pp. 8-9.

VARIA

Death of Prof. M. Hiratsuka.

We regret to report the death of Professor Dr. Hiratsuka on March, 10, 1981. Prof. Masunori Hiratsuka had been confined to hospital since December 1980, but we all hoped that he would make a speedy recovery.

We all feel the loss of Professor Hiratsuka, who was both a great educator and a distinguished promotor of comparative education. Last year, he presided over the 5th World Congress, of which the success was mainly due to his outstanding contribution.

We would like to express the sincere sympathy of all members of the Comparative Education Society in Europe to our Japanese colleagues and to the family of the late Professor Hiratsuka.

Prof. Dr. Ovide Decroly

1981 is the International Year of Disabled Persons. This year coinciding with the 110th anniversary of the birth of Prof. Dr. Ovide Decroly (1871-1932) a postage stamp bearing the effigy of that leading exponent of the New School Movement has been published by the Belgian Post Office.

Good-bye to Ruth WILLEMS and welcome to Betsy JACKERS

Ms. Ruth Willems, who has been working with CESE for the past three years, has decided to leave Brussels in mid-March for a new post in the Netherlands. She has served the Society exceptionally well during a difficult period, and in wishing her well for her future activities we should not like to let her departure slip by without thanking her publicly on behalf of all our members. Ms. Willems' successor in the secretariat will be Ms. Betsy Jackers who joins us after several years' experience in industry and com-

merce. A language graduate, Ms. Jackers is fluent in Dutch, French and English, and with a good knowledge of German and Spanish also she should be well equipped to cater for CESE's broad linguistic spread.

Address Unknown - Adresse inconnue

From the following members the *CESE Newsletter 8* was returned:

Des membres suivants le *CESE Newsletter 8* nous a été renvoyé par la poste: Mme Polymnia Giannakopoulos, ép. Zagefka, Paris
Mr. E. Fuentes-Goyanes, Barcelona.

If you know the exact address of these members, please let us know. Thank you.

Y a-t-il parmi nos membres quelqu'un qui peut nous donner l'adresse exacte de ces membres? Merci d'avance.

ADVERTISING:

current rates and specifications may be obtained by writing to the CESE secretariat.

L'«Open University» prévoit un cours sur l'Éducation en Europe».

L'«Open University» (UK) envisage l'introduction d'un cours qui serait intitulé «Éducation en Europe». Ce cours serait destiné aux enseignants, aux administrateurs et aux autres groupes professionnels concernés par l'éducation en Grande-Bretagne et dans d'autres pays européens. Il examinerait des problèmes sociaux et pédagogiques dans un contexte européen, établirait le degré de similitude des problèmes par delà les frontières nationales ou dans quelle mesure les problèmes et les lignes de conduite doivent être spécifiques aux diffé-

ents pays. Les possibilités alternatives seront étudiées. Le cours fournirait des indications sur les pratiques pédagogiques en cours, appuyés par des analyses ainsi qu'un cadre de discussion des problèmes actuels comme le passage de l'école à la vie active, le pluralisme culturel, le contrôle et l'établissement des programmes scolaires, le fonctionnement des écoles et le développement de l'enseignement supérieur. Le cours examinerait également les implications pédagogiques de l'appartenance à la Communauté Européenne et les problèmes posés par le développement de l'enseignement des langues étrangères et des études européennes dans les programmes ainsi que les initiatives qu'ont été prises - comme pour l'éducation des enfants de migrants.

Le cours préparé bénéficierait des avis des collègues «en Europe». Il s'agit d'établir, dans un premier temps, quel serait l'intérêt suscité pour un tel cours et par après les possibilités d'utilisation de ce cours, en indiquant quels chapitres en seraient les plus intéressants.

Tous les commentaires à ce sujet sont les bienvenus et doivent être adressés à:

Peter Raggett

Faculty of Educational Studies

Open University

Walton Hall

Milton Keynes MK7 6AA

England.

AU PARLEMENT EUROPEEN

Le choix du siège des Jeux Olympiques, l'éducation des enfants des travailleurs migrants et les activités de l'Institut universitaire européen de Florence ont été quelques unes des questions qu'a examinées la commission de la jeunesse, de la culture, de l'éducation, de l'information et des sports du Parlement européen, au cours de la réunion qu'elle a tenue à Bruxelles les 18 et 19 mars 1981 sous la présidence de M. Mario PEDINI (PPE, it.). Les parlementaires ont également procédé à un échange de vues sur la protection du patrimoine culturel et sur le programme communautaire dans le secteur de l'éducation.

La commission a examiné le problème de l'éducation des enfants, des travailleurs migrants sur la base d'un rapport

de Mme Phili VIEHOFF (soc., néer.). Des précisions ont été demandées à la Commission européenne sur l'application, dans les Etats membres, de la directive de 1977 contenant des dispositions relatives à la scolarisation des enfants des travailleurs migrants et assurant, entre autres, l'enseignement de la langue et de la culture d'origine des enfants. Ces dispositions ne concernent que les citoyens ressortissants des pays membres de la Communauté mais certains orateurs et le représentant de l'exécutif lui-même ont souligné la nécessité d'en étendre l'application aux enfants des migrants des pays tiers.

Les députés ont, après cela, examiné un document volumineux sur l'institut universitaire européen de Florence élaboré par M. Olaf SCHWENCKE (soc., al.). Un débat s'est engagé à ce sujet, auquel a également participé le Recteur de l'institut, M. KOHNSTAM. Le rapporteur a porté un jugement globalement positif sur les activités de l'Institut mais a cependant formulé une série de propositions visant à en renforcer la structure et à en élargir le champ de l'action. L'Institut devrait cesser d'être une institution intergouvernementale pour devenir une institution communautaire et être par conséquent financé par le budget de la Communauté. Il est également proposé que le Parlement européen dépose ses archives historiques auprès de l'université européenne de Florence, comme la Commission européenne a d'ailleurs déjà décidé de le faire.

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Thank you in advance for your cooperation.

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Merci d'avance pour votre coopération.

Jahresbeitrag 1981

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Besten Dank im voraus für ihr Entgegenkommen.

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7. *School and Community*, Seventh General Meeting, Sèvres 1975.

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Prof. Van Gelder is dead

Just before going to press we received the sad news of the death of Prof. Dr. Leon Van Gelder. Prof. Van Gelder was born in Amsterdam in 1913. Being a schoolteacher, he took his degree in education; in 1964 he took a chair of general and comparative education at the State University of Groningen, the Netherlands. Prof. Van Gelder was a very regular participant at the CESE Conferences and a very active member of our Society. We ask Mrs. Van Gelder to accept our most sincere condolences.

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