

CESE

NEWSLETTER 10

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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.

FEBRUARY 1982

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PRESIDENT'S ADDRESS

The 10th CESE Conference which was held at Geneva gave us the opportunity to celebrate the 20th Anniversary of our Society. Although 20 years do not mean a long time compared to the existence of such dignified academic disciplines as mathematics or history, there is reason to remember a series of meetings which, taken as a whole, indicates remarkable progress in convening educationists from various countries and scientific communities. It is the places of our Conferences which highlight growth in membership and diversity in international communication: London (1963), Berlin (1965), Ghent (1967), Prague (1969), Stockholm (1971), Frascati (1973), Paris (1975), London (1977), Valencia (1979), Geneva (1981).

The programmes of the Conferences reveal a great variety of topics and prove multivarious contributions in form of lectures, comments and suggestions. In a rough analysis three main tasks seem to predominate, namely the endeavour to clarify scope and content of Comparative Education, inquiries about certain stages and areas of educational systems in international comparison, and the contribution Comparative Education pays (or can pay) to policy-making in national and international contexts. Valencia had focussed on issues of educational policy and planning with special regard to the activities and strategies of the global supra- and international organisations, while Geneva presented aspects of educational theory, as demonstrated by national traditions and comparative concepts.

Geneva, however, reflected not only a retrospective view of an academic discipline devoted to both theory building and practice-orientation, but also the history of an organisation characterised by three remarkable trends.

Firstly, the foundation of CESE, taking place on May 5, 1961 signalled the initiative of a small group of distinguished scientists. I myself look back to my first experience with our Society at the Berlin Conference in 1965, remembering the truly scholarly atmosphere which was produced by the "promoters' generation", represented by Mme. E. Hatinguais, Nicholas Hans, Franz Hilker, Joseph A. Lauwerys, Friedrich Schneider, and Ernst Simon, to mention the most prominent names. In the meantime CESE has expanded into a society which appreciates membership and co-operation of highly reputed scientists as well as of young researchers, lecturers and assistants. Opening the doors to graduate students, as expressly demonstrated at Geneva, has laid another fruitful ground for further progress in this direction. Finally I want to mention the contributions paid by our members who work in organisations devoted to the planning and sponsoring of education.

Secondly, the growth of the CESE to be recently observed indicates the extension of the "European scene", and that with respect to the Western part at least. I am thinking of the considerable number of French, Italian and Spanish colleagues who have joined us, thereby balancing the scale of the "North". In this context let me express my hope that CESE may also succeed in extending its membership in countries whose representation has not yet reached a satisfactory stage; in particular this is true of the Socialist countries.

Thirdly, CESE has never regarded itself as a "closed shop", but consistently sought the co-operation with comparatists working and studying outside Europe. In this res-

pect Geneva confirmed this policy in a double way. On the one hand we had the pleasure to welcome a good number of colleagues from all over the world, while on the other hand the increasing interrelations between CESE and the World Council of Comparative Education Societies was underlined by the presence of Dr. Erwin Epstein, Chairman of this world-wide umbrella organisation.

In an outlook into the eighties we have to consider both the economic recessions and the attitudes of disenchantment whose impact on CESE cannot be overlooked. Considering the decreasing opportunities to get subsidies from the governmental and non-governmental agencies the Executive Committee will not be able to avoid proposing a certain rise of the fee which Denis Kallen, the former President, has already put forward in an articulate way. The main approach to finding a solution in this crucial situation consists, however, in extending the membership of our Society. This is why I am appealing to all our members for engaging themselves to this essential purpose.

Apart from this quantitative issue the further progress of CESE will, I think, depend on how these two goals can be realised. On the one hand the fruitful and co-operative relations between our Society and the national, language-based and regional Comparative Education societies and groups

which have been established in the past must be intensified in a spirit of mutual understanding and respect. On the other hand it is the standard of our research and teaching as well as our commitment to the goals of the values of international and intercultural co-operation that require permanent considering and ultimately justify the existence of CESE.

Within this framework our Conferences play a prominent part wherein the three main tasks I have emphasised at the beginning of my address may draw the general guideline to connect past and future. The main theme the Executive Committee has chosen on its recent meeting seems to offer the opportunity to correlate all the three tasks to each other: "Education and the diversity of cultures: The contribution of Comparative Education". Having taken this decision we hope we have materialised the trend which could be easily perceived in the General Assembly of September 22, 1981, and has been also favoured by the chairmen and representatives of the regional societies and groups we have consulted. On behalf of the Executive Committee I do express the hope for an active participation of all our members in the preparation of the 11th Conference to be held at Würzburg (Federal Republic of Germany) from July 3rd to 8th.

Wolfgang Mitter

Joseph Lauwerys (1902-1981)

Joseph A. Lauwerys was born in Brussels in 1902. He came to England with his family in 1914 on, by all accounts, the last boat to leave Belgium before the Germans overran his country. In England as a young boy at school he was not completely Anglicised.

After leaving school he worked in a shop and was encouraged to pursue part-time studies by members of the Co-operative Society movement. The culmination of these studies was in the degrees he obtained towards the end of the 1920s in science. A first class General Honours degree in 1927 was followed by a first in Chemistry in 1928 and a special physics degree in 1929, all from London University. During much of this period he was a part-time student at King's College, London.

This brief account of the early part of this life helps to explain characteristics which remained with him throughout his life. As a personality Vernon Mallison's description of Belgian "National character" marvellously captures some of the most endearing features of Lauwerys own character: stolid, tenacious, shrewd, realistic, possessed of tireless energy and a view that "To 'get on' in life is the great thing." At the same time for Mallison, Belgians are individualistic, quick-tempered in defence of their own private rights and liberties yet eventually ready to compromise. Furthermore the Belgian indulges himself on the one hand in the fullest use of all the material comforts and blessings civilisation can bestow, and on the other hand cares seriously about the wide cultural interests in which he excels and about the values of traditional types of education. Mallison concludes that regardless of his background — Fleming, Walloon,

Catholic, or Liberal — the Belgian is proud of his national origin. If this description does not fit all Belgians it certainly describes some aspects of Lauwerys's complex personality.

Many of them were no doubt innate, others the result of his childhood in Belgium, but inevitably he was partially Anglicised and his intellectual position as a mature man showed elements of his Catholic and Continental upbringing and his education in science. As a Cartesian he looked at moral questions rationally, and was able to analyse issues with the clarity of a well-trained Frenchman. Yet, as a scientist trained in England he was always anxious to put his views, and those of others, to the test of experience. The intellectual powers of a rationalist, who by training and inclination, does not disregard empirical evidence made Lauwerys a formidable and tenacious debater, a lucid teacher and an eclectic research worker.

After graduating from the university in 1927 and teaching as a science master at Christ's Hospital School, Horsham 1928-32 Lauwerys had an uninterrupted career as an academic. From 1932 to 1970 he was at the University of London Institute of Education as a Lecturer in the Methods of Science (1932-41), as Reader in Education (1941-46) and finally as Professor of Education (1947-70). After retiring from the University of London he spent six years as Director of the Atlantic Institute, Nova Scotia (1970-76).

This description of a lifetime's work in education disguises the range of his interests and several careers he managed to include in a period of more than forty years of active

academic work. His own judgement was that he should be remembered as someone who had "institutionalised" Comparative Education but his success as an institution builder went far beyond this. In the thirties for example he helped to make general science respectable, as well as rigorous, as part of a liberal education. He persuaded the Catholic authorities, at least in England, that Darwinism was compatible with Catholicism. His book with J. Ellison on **Chemistry** showed how H.E. Armstrong's heuristic method of teaching and learning could be realised in practice. During this period he worked closely with the School Science Masters Association and was responsible for much that went into their reports on science teaching.

At the same time Lauwerys' interests were wide and widening. He was involved in the promotion of Basic English as an educational lingua franca; became committed to the work of the New Education Fellowship and that of the American Progressive Educationists; and to the notions of world understanding, peaceful co-operation and active methods of teaching and learning. At the same time he retained and nourished his continental roots by participating with Sir Fred Clarke, Nicholas Hans and Reinhold Schairer in their comparative education work. Thus at the outbreak of the Second World War Lauwerys was a science educator, a linguistic analyst, a promoter through education of world understanding and co-operation and a comparative educationist of note. He had friends and colleagues among national scientists, philosophers, sociologists and comparative educationists among Europeans and North Americans.

During and immediately after the Second World War Lauwerys was able to bring his intellectual skills to bear on the problems of post-war reconstruction. His work with the Committee of Allied Ministers of Education under the Chairmanship of Lord Butler made a valuable contribution to the rapid reconstruction of educational systems in devastated Europe after the war. He was very much involved in discussions in 1945-46 which gave rise to the creation of Unesco. He might have been its first Director if 'science' had not been included in Unesco's remit. He was with Nicholas Hans Unesco's first educational consultant. He argued in favour of the retention of the International Bureau of Education against those who wished to incorporate it into Unesco. He supported the development of the Centre International d'Etudes Pédagogiques at Sèvres. Subsequently Lauwerys remained in close contact with Unesco, IBE, OECD and indeed most international agencies involved in international and comparative work. He was Chairman of Unesco's Good Offices & Conciliation Commission, worked on Unesco's International Standard Classification of Education and was shortly before his death working on an IBE project on aims in education. Frequently he was invited to act as a consultant.

His work as Professor of Comparative Education between the years 1947 to 1970 will perhaps be best remembered. As a result of his position in the University of London Institute of Education he was able to promote studies in the sociology of education and was a strong supporter of Karl Mannheim, who occupied a chair at the Institute for, alas, a brief period. Through the *World Year Book of Education* he initiated and promoted studies into educational planning and the economics of education and subsequently in a range of areas which

became of central interest to the international agencies. For many years he was Head of a two man department. In the sixties additional appointments were made but the Department was never large. The range of interests which were developed and the courses put on stretched resources but the number of students who obtained doctorates in the Department exceeded the number awarded in the larger Departments of the Institute. Thus through his joint editorship of the *World Year Book of Education* with Nicholas Hans and with Robert King Hall, George Bereday and David Scanlon from Teachers College Columbia Lauwerys added greatly to the literature in Comparative Education. His charisma and lecturing style attracted students from all over the world. The commitment of many of them to him personally, to education, international understanding and comparative education was permanent. In short he built up a Department of staff and students which though under threat of destruction on his retirement in 1970, has survived and is flourishing.

Yet another career can be identified in terms of his work with non-governmental organisations. This association with the New Educational Fellowship has been mentioned, for many years he was Chairman of the International New Education Fellowship, wrote frequently for the British periodical the *New Era* and in general promoted through the Fellowship the aims of its founders. Another major contribution to international co-operation was his part with Saul Robinsohn and Brian Holmes in the establishment of the Comparative Education Society in Europe. Lauwerys knew all the comparative educationists, and indeed most of the European Ministers of Education personally (the latter qualification enabled him quickly to organise and run comparative education tours for his students to many European countries), so that he was able to assemble in 1961 a galaxy of educationists at a conference at which the Comparative Education Society in Europe was founded. He gave the Society early direction as its first President and was committed to its success as a Society of individual members in the belief that such organisations could play a complementary role to that of governmental international agencies whose development he had supported. As time went on his involvement in the affairs of the Society declined as his interest and participation in the work of the

Institute of Morality in Japan increased. For many years he worked closely with the Institute whose founder Hiroike had examined moral principles in comparative perspective in a way which would have gained the approval of J.S. Mill and all social scientists who approve of Mill's method of induction. Indeed this approach was very much to the liking of Lauwerys, since it had informed his education as a British empirical natural scientist and the work of British social scientists before the Second World War. He has written in defence of Hiroike's method of inducing from a survey of all the literature - Buddhist, Christian, Moslim and Jewish - some universal moral principles.

In this endeavour Lauwerys came in a sense intellectually full circle. It reflected his early religious background; and throughout his career he remained a deeply religious man. Without being in the French manner anti-clerical he nevertheless brought his Cartesian intellect to bear on the analysis of moral problems. In accepting Hiroike's methods of inducing universal moral principles from the writings of the great moralists - some of whom were religious leaders - he combined the scientific method acquired during his early career and his comparative approach to educational and social problems.

Eclectic in his approach Joseph Lauwerys was single-minded in his desire to improve the world through education. His work as a scholar is reflected in his numerous publications and higher doctorates from Ghent and London universities and as a Fellow of Kings College London. His achievement as an institution builder finds expression in the creation of Unesco, the Comparative Education Society in Europe and the Department of Comparative Education at the University of London Institute of Education. His contribution as a preserver of projects in which he deeply believed is exemplified in the continued success of the International Bureau of Education in Geneva and of the New Education Fellowship. The testimony of the hundreds of students from home and abroad who came under his spell and flocked to his lectures on comparative education, the history of science, international understanding, education in developing countries and world peace testify to perhaps his greatest achievement. He was above all a teacher.

Brian Holmes

Minutes of the GENERAL ASSEMBLY held in Geneva (Uni II), on September 22, 1981

53 CESE members are present. The outgoing President, D. Kallen, opens the General Assembly and receives approval for the proposed agenda.

1. Minutes of the General Assembly held in Valencia on June 28, 1979, and published in the *CESE Newsletter* N°5 (January 1980, p.5) receives no comments.

2. Chairman's report (Denis Kallen) D. Kallen expresses some personal reflections on the "state of art" of Comparative Education. Never in history have so many people (teachers, academics, decision ma-

kers, etc. ...) carried out so many cross-national comparisons in education. What is the effect on this immense exchange on educational politics and educational practice? Its role is often neglected, one must frankly recognize. The role of Comparative Education is to motivate these people for a more scientific approach to educational comparisons. This is what CESE has been doing to some extent, by choosing conference themes that have appealed to all these groups, and by opening CESE membership widely. He also made a few reflections on the role that a small professional

society like ours can play. It was his personal ambition as President, he emphasizes, to initiate more scientifically oriented workshops or to sponsor small projects. This has failed, due to lack of resources (material, time, etc. ...), but also perhaps by lack of clarity as to what could be done with such limited means as we have at our disposal. Kallen believes though that CESE has an explored potential as a Europe-based professional society for Comparative Education. The CESE President also had the sad duty to commemorate four CESE members who died in the course of the last two years: Joseph Lauwerys, Leon van Gelder, Jan Konopnicki and C.H. Dobinson, and also M. Hiratsuka, the former Chairman of the World Council of Comparative Education Societies. The President informs the General Assembly of the Committee's unanimous decision to confer honorary membership of CESE on Brian Holmes.

3. Secretary-treasurer's report (H. Van daele). The CESE Committee elected in Valencia in June 1979 has met three times: a. in Paris in November 1979; b. in Geneva in September 1980; c. in Geneva on September 20, 1981. The following items have been discussed: follow-up of the 1979 Valencia Conference; theme and venue of the 1981 Geneva Conference; financial situation of CESE; arrangements with ECF; relations with IBE, World Council, and national and regional societies; new CESE statutes; CESE publications; organization of intermittent CESE seminars. A delegation of the CESE Committee met twice in order to organize the 1981 Geneva Conference.

Newsletter: the *Newsletter* was published three times in 1980 and twice in 1981. Gratitude is expressed to the presidents and secretaries of national and language-based societies who have supplied the CESE secretariat with information. CESE statutes: a Royal Decree, signed by King Baudouin on February 26, 1980, granted legal status to our society; CESE can now accept gifts, legacies and subsidies of all sorts, take legal action, and even own property. Financial report: the secretary-treasurer comments in detail on the financial situation of CESE. The 1979 and 1980 balance was possible thanks to those CESE members who paid their fee regularly. He also expresses his thanks to the European Cultural Foundation for the substantial subsidy CESE received over the past two-year period.

A. Marquez reports on the auditing of the Society's accounts. A. Marquez and B. Holmes have checked all the figures and found them all in accordance with the balance established by the treasurer. The Assembly expresses its warm thanks to the secretary-treasurer for his work in managing the Society's finances.

4. Administration and financing of CESE: future developments.

Future developments will depend to a large extent on our relationship with the ECF. As the ECF's financial support is only temporary, it is urgently necessary to consider other ways of financing CESE.

5. Membership fees. In view of the monetary situation in Europe and knowing that the ECF's grant will be phased out, it is wise to foresee an increase of the membership fee in 1983. Prof. E. King wonders whether CESE should not accept institutions and students as members. It is also suggested that membership fees should be paid bi-annually for a two-year period.

6. Publications P. Furter proposes to publish the proceedings of the Geneva Conference as a volume of the *Cahiers de la Section de l'Education* of the Geneva University during the academic year 1981-1982 (approx. 120 pages). 300 copies will be at the disposal of CESE. Some conference papers can be published as articles in several journals. This proposal is accepted.

7. CESE Conference 1983 W. Mitter and the German Section propose to organize the 11th CESE Conference (1983) in the FRG, in the neighbourhood of Frankfurt am Main. He has two themes in mind: 1. National and supranational education plans and their outcomes in the course of the seventies. 2. Multi-cultural education. The CESE Committee and the General Assembly agree with the proposed location. The theme will be discussed.

8. Election of CESE Committee 1981-1983. D. Kallen reports that the following members have been asked to sit on the nomination committee: Fernig (chairman), Suchodolski, Borghi, Garcia Hoz, Sutherland, Dilger. All have accepted. Kallen expresses words of thanks. Fernig (chairman) reports on what he calls an embarrassing job: the conclusions of the nomination committee are, of course, only suggestions to the General Assembly. The nomination committee proposes: as CESE president: W. Mitter, as vice-presidents: R. Cowen and Garcia Garrido. The nomination committee suggests that two members should be elected among the following four candidates: Branger, Debeauvais, King, Orefice. Kallen reminds the General Assembly that it is free to present other candidates, and that eventually a secret vote is possible. W. Mitter, R. Cowen and J.L. Garcia Garrido are then elected by acclamation. A secret vote is organized for the election of two committee members. As a result, Debeauvais and King are elected.

9. World Council of Comparative Education Societies B. Holmes and E. Epstein (Chairman) report on the activities of the World Council. The next World Conference is to be organized in 1984, possibly in Mexico. Theme: "Dependency and inter-dependency in education".

10. Other business D. Kallen stresses P. Furter's merits in organizing the 10th CESE Conference, and expresses words of thanks to Mrs. Furter and all the assistants, hostesses, and interpreters. W. Mitter feels greatly honoured by the election and speaks his warm thanks to the General Assembly, emphasizing both the dignity and the honour inherent in his new function which is rooted in a rich heritage. He returns his sincere thanks to Denis Kallen for his successful and stimulating Presidency and to those distinguished colleagues who are about to leave the Executive Committee, namely:

- Pierre Furter, whose excellent and efficient organization of the 10th Conference is stressed;
- Brian Holmes, who leaves the Executive Committee after a long active participation in different functions and who, Mitter trusts, will be of great importance and help to CESE in future too;
- Ricardo Marín Ibañez, whose merits in organizing the 9th Conference in Valencia and publishing the Conference Proceedings deserve renewed appreciation.

Then Mitter congratulates Denis Kallen (as Past President), Robert Cowen and J. Garcia Garrido (as Vice-Presidents) and Michel Debeauvais and Edmund King (as Members) on entering the Executive Committee or continuing their membership in new capacities. Finally, he expresses his special hope for a good co-operation with the World Council of Comparative Education Societies and with the national and language-based societies and groups.

Henk Van daele

The Pioneering Role of International Education and Comparative Educational Science

The application of the goals of international understanding and education for peace to education at all levels — kindergarden, primary and secondary schools and higher education including adult education — is dependent on those who recognize the importance of this task and promote it internationally.

Hermann Röhrs, an internationally renowned educationist, has been actively involved in promoting this task since the nineteenfifties. Since that time he has held the post of professor and director of the Education Department of the University of Heidelberg. He is a founding member of the Society for Comparative Education, established in 1956, and the World Comparative Education Society, founded in 1972.

In honor of Hermann Röhrs' 65th birthday a book on comparative education has appeared entitled *Vergleichende Erziehungswis-*

senschaft — Comparative Education (Wiesbaden: Akademische Verlagsgesellschaft, 1981, edited by Ulrich Baumann, Volker Lenhart, Axel Zimmermann) containing articles by a number of internationally renowned scholars. Those articles contributed by English, American and Canadian scholars (Brian Holmes, Hans L. Weiler, Edmund King, George Bereday, James Henderson, Barbara and Steward Frazer and Thomas Landers) are printed in English.

The most interesting feature of the book is that it also contains articles by well-known scholars from Eastern Europe (Wincenty Okón, Yusef Antochi, Bogdan Suchodolski), Africa (C.M.B. Brann) and Asia (Minoru Murai). On the whole the book deserves special attention; it represents an important contribution to international education and comparative education.

Volker Lenhart

FROM NATIONAL AND REGIONAL SOCIETIES



BRD

Die Deutsche Sektion berichtet über folgende Aktivitäten seit Erscheinen der letzten Ausgabe des Newsletters:

1. 15. Jahrestagung 1981 in Neuss
Die Deutsche Sektion der CESE, die zugleich eine Kommission für Vergleichende Erziehungswissenschaft in der Deutschen Gesellschaft für Erziehungswissenschaft ist, führt regelmäßig nach Ende des Wintersemesters ihre Jahrestagungen für Mitglieder und Gäste durch.

Die 15. Jahrestagung fand vom 16. bis 18. Februar 1981 an der Universität Düsseldorf, Standort Neuss, statt. Das Tagungsthema lautete:

«Internationale Tendenzen in Schulreforminitiativen - Begründungen, Modelle, Probleme einer Humanisierung der Schule». Nach der Eröffnung durch den Vertreter der Universität Düsseldorf, Prof. Dr. H. Süßmuth, und den Vorsitzenden der Sektion, Prof. Dr. F.W. Busch, leiteten zwei Vorträge in das Tagungsthema ein:

Oskar Negt (Universität Hannover): Was trägt die Alternativ-Pädagogik zur Lösung der gegenwärtigen Schulkrise bei?
Ian Lister (University of York): The School Crisis in England 1970 bis 1980.

Am zweiten Tag wurde die Tagung fortgesetzt mit den Beiträgen von Jürgen Baumert (Max-Planck-Institut für Bildungsforschung, Berlin): Schulkrise - Krise der staatlich verwalteten Regelschule?

Herman J. Jacobs (Niederlande): Der Einfluß der Reformpädagogik auf die Erziehung und die Unterrichtspolitik in den Niederlanden.

Für die Diskussion bildeten sich folgende Arbeitsgruppen:

AG 1: Reformpädagogik

AG 2: Alternativschulen

AG 3: Staatliche Reforminitiativen - Schulkrise und Autonomisierung der Schule

Die aufgezeichneten und von den Autoren durchgesehenen Vortragsmanuskripte, die Berichte der Arbeitsgruppen und weitere Beiträge und Materialien von Tagungsteilnehmern zur Jahrestagung 1981 sind abgedruckt im Rundbrief der Kommission: VE-INFORMATIONEN, Nr. 8 (Juni 1981), S. 6 bis 185. Diese Schrift ist erhältlich zum Preis von DM 7,50 (der Bestellung bitte einen Verrechnungsscheck beifügen) bei: Redaktion - Vertrieb VE-INFORMATIONEN, c/o Westfälische Wilhelms-Universität, FB 21 (Erziehungswissenschaft), Scharnhorststraße 121, D 4400 Münster.

2. Seminar zur Bildungsreform in der VR Polen
Vom 27. Juni bis 1. Juli 1981 fand unter

Leitung von Prof. Dr. F.W. Busch in Köln ein Expertenseminar der Deutschen Sektion zur Bildungsreform in der VR Polen statt. Das Seminar war zugleich gedacht als Vorbereitung einer Studienreise der Kommission in die VR Polen, verbunden mit einer deutsch-polnischen Konferenz in Warschau. Ziel des Seminars, das aus Mitteln der Bundeszentrale für politische Bildung finanziert wurde, war es,

- die Teilnehmer über die aktuelle Entwicklung in der VR Polen in den Bereichen Wirtschaft, Politik, Geschichte, Bildungspolitik und Pädagogik zu informieren;
- mit ihnen die Schwerpunkte und Fragestellungen der Veranstaltungen an den zentralen Orten der Reise zu erarbeiten und abzustimmen.

Ziel der Reise sollte sein:

- fachliche Kommunikation mit den bekanntesten Vertretern aus Bildungspolitik und Pädagogik eines sozialistischen Landes, das seit Beginn der 70er Jahre eine Bildungsreform in Gang gesetzt hat, die u.a. auf grundlegende Veränderungen im Schul- und Hochschulbereich abzielt;
- Besuch von Hochschulen, wissenschaftlichen Einrichtungen und Schulen, die exemplarisch für den Fortgang der Bildungsreform in Polen stehen;
- wissenschaftlicher Gedankenaustausch mit polnischen Kollegen in einem Ausmaß, wie er durch Konferenzen im eigenen Land nicht möglich zu machen ist.

Die für Ende September 1981 vorgesehene Reise mußte kurzfristig auf einen späteren Zeitpunkt (voraussichtlich Frühjahr 1982) verschoben werden.

VE-Informationen

Von den im Auftrag der Kommission von Prof. Dr. D. Glowka, Dr. B. Krüger, Dr. M. Krüger-Potratz (alle Universität Münster) herausgegebenen «VE-Informationen» sind im Berichtszeitraum zwei weitere Ausgaben erschienen: Nr. 7 (Dezember 1980), Nr. 8 (Juni 1981).

Zum 8. Kongreß der DGfE wird die nächste Ausgabe erscheinen.

16. Jahrestagung der Kommission im Rahmen des 8. Kongresses der DGfE in Regensburg (vom 21. - 25.3.1982)

Einladung zur Mitarbeit am Thema der Kommission

«Erziehung zwischen den Kulturen»

1. Unter dem Thema «Erziehung zwischen den Kulturen» sollen Probleme behandelt werden, wie sie entstehen, wenn Sozialisations- und Erziehungsprozesse gleichzeitig von mehreren, unterschiedlichen «Kulturen» beeinflusst werden. Dazu gehört nicht nur die Problematik der Ausländerkinder und des «Kultur-exports», sondern auch die der Minoritäten, der kulturell gemischten Elternhäu-

ser, vielleicht auch die Gleichzeitigkeit von mehreren «Kulturen» innerhalb jeder «Nationalkultur». Das Thema soll so behandelt werden, daß ein Überblick über die wichtigsten relevanten theoretischen Ansätze und praktischen Probleme entsteht, wobei zu fragen sein wird, ob und wie die Vergleichende Erziehungswissenschaft sich dieses Gebietes bisher angenommen hat und es in Zukunft tun sollte.

2. Die Behandlung soll an folgenden Fragen ausgerichtet sein:
 - Wie ist Kultur im Hinblick auf Erziehungsprozesse zu definieren?
 - Wie verhält sich die Erziehungswissenschaft zu Tendenzen in der internationalen Bildungshilfe, die europäische Kultur zum Maßstab für «Entwicklung» in der Dritten Welt zu machen?
 - Was sollten Lehrer über den Zusammenhang von Kultur und Erziehung wissen?
 - Was erwarten Bildungspolitiker und leitende Vertreter der Kulturbürokratie von der Erziehungswissenschaft als Beitrag zur Lösung der Migrantenproblematik?
 - Welche Erfahrungen sind mit Modellen multikultureller Erziehung in der Praxis gemacht worden?
3. Zu jeder der Fragen soll ein einführender Vortrag von ca. 30 Minuten Dauer gehalten werden. Es ist wünschenswert, wenn jeder Vortrag sowohl den notwendigen Überblick vermittelt als auch exemplarisch die Sache konkretisiert. Über die Vorträge hinaus können Diskussionsbeiträge angemeldet werden. Diese sollen inhaltlich durch Thesen und Stichworte im Umfang von einer Seite erkennbar gemacht werden und sollten im Vortrag 10 Minuten nicht überschreiten.
4. Der Vorstand der Kommission ruft alle Mitglieder und Interessenten auf, sich an der Bearbeitung der Thematik zu beteiligen. Es ist vorgesehen, Vorträge und Diskussionsbeiträge in einem Heft der VE-Informationen, zu veröffentlichen.

Für den Vorstand:
gez. Friedrich W. Busch
c/o Schillweg, 5, 2902 Rastede 1,
BRD

BRITISH COMPARATIVE EDUCATION SOCIETY

Chairman: Mr. Raymond Ryba (University of Manchester)
Vice Chairman: Dr. Keith Watson (University of Reading)
Hon. Treasurer: Mr. Colin Brock (University of Hull)
Hon. Secretary:
Mrs. Lorna Jenner
Brighton Polytechnic
Welkin House
Carlisle Road
Eastbourne BN20 7SN
Tel. 0323 21400

The Annual Conference 1981 was held at the University of Durham. The topic was «Changing Priorities in Teacher Education» and the Presidential address was given by Dr. William Taylor (University of London).

The Annual Conference 1982 will be held at Worcester from September 17th-19th.

The topic will be announced shortly and British members hope that they will be able, as usual, to welcome old and new friends from Europe to this annual gathering of comparativists.

Regional Conferences were held in Worcester (Education and Society in E. Europe), Leeds (Aspects of Education in Latin America) and Hull (Education of Women and Girls in International Perspective). These conferences are proving to be popular, and plans for the 1982 programme are nearly complete.

World Congress. Plans for the package tour to the next World Congress are in hand, and as in 1980, European colleagues will be welcome members of the party.

European Co-operation. The British Society is both willing and anxious to join in co-operative activities with other European countries. One or two tentative suggestions are being explored. The B.C.E.S. can certainly help European groups wishing to visit in the U.K. and will welcome ideas for joint ventures.

The Society's Journal, «Compare» is published twice yearly and distributed internationally by Carfax (Oxford). Members receive free copies and European colleagues are, of course, welcome to join the Society. The current issue is a «festschrift» to Professor Edmund King (University of London) now Professor Emeritus, whose election to the C.E.S.E. Committee has been greeted with pleasure in the U.K.

Other Publications include the Proceedings of the 1980 Conference, «Politics and Educational Change» (publication - Croom Helm). Copies at the reduced price of £9 can be obtained through the Treasurer. Proceedings of the 1981 Conference will also be published in book form.

LACE

Several of the participants at the Xth CESE Conference in Geneva flew on to London to join the First International Conference of the London Association of Comparative Educationists at the University of London Institute of Education on the 25th and 26th of September 1981. The Conference, on Methodological issues in Comparative Education was opened by Professor Brian Holmes, President of LACE, with a lecture on «Models and Muddles in Anglo-Saxon Comparative Education since 1950» and most of the remainder of the conference was devoted to simultaneous seminars, based on pre-prepared and pre-distributed papers. The papers included analyses of methodological debates in comparative education: India from Dr. Oad; the Caribbean from Professor Bird of Antigua, and Greece from Dr. Mattheou of Athens. Dr. Mina from Egypt provided a paper on trends in the methodologies of the social sciences, and Ms. Sassia Haouam from Algeria applied - comparatively - the methodologies of N. Hans and B. Holmes to the problems of the Magreb. Dr. Wassef Wassef from Tanta, Egypt, tabled a paper on the fourteenth century comparativist, Ion Khaldoun; and London based comparative educationists offered analyses of «mathematical social science and comparative education», a consideration of hermeneutics in comparative education, and a review of «national character» theory. We were delighted to receive papers also from Dr. Jayaweera in Sri Lanka;

A.J. Welch in Australia and to welcome Ben Hardwick's paper on the application of a model of teacher education to Austria. Chairpersons included Dr. Metwally from Egypt, Nurper Savas from Turkey, Professor P. Shamsavary from Iran and Professor Vega from Venezuela. It was a real pleasure to have members present from Brazil, Japan, Nigeria, West Germany, and the Sudan. In all, over fifty members managed to attend. We will try to collect the papers together in a modest volume. Correspondence: Ms. M. Figueiredo, Secretary of LACE, c/o Department of Comparative Education, University of London Institute of Education, 20 Bedford Way, London, U.K.

DUTCHSPEAKING SOCIETY

On the 8th September 1981, the Dutch-speaking Society for Comparative Education (Nederlandstalig Gezelschap voor de Vergelijkende Studie van Opvoeding en Onderwijs - N.G.V.O.) organized a studyday on the problem of the education for children of immigrants, under the title: «Transcultural education».

On the 10th conference of the CESE this theme (multicultural education) has been proposed as the central studyproblem for the 11th conference that will take place in Würzburg (Germany) in 1983.

In prospect of this conference, the Dutch-speaking society will organize a second studyday in the spring of 1982, on some differential aspects of this theme.

Dr. W. WIELEMAN
President N.G.V.O.



21 - 25 März 1982

16. Jahrestagung der Deutsche Sektion der CESE in Regensburg.
Thema: «Erziehung zwischen den Kulturen»
Information: Prof. Dr. F.W. Busch, Universität Oldenburg,
Schilfweg 5, D 2902 Rastede, BRD.

13 - 15 mai 1982

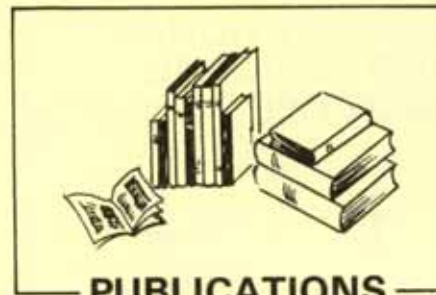
Colloque de l'APEC à Sèvres.
Thème: «L'évaluation des résultats des réformes éducatives».
Information: M.J. Auba, Directeur du CIEP,
1 avenue Léon Journault, F 92310 Sèvres, France.

2 - 6 August 1982

Eighth international congress of the World Association for Educational Research.
Theme: «Personality, Education, Society».
Information: University of Helsinki, Department of Education, Fabianinkatu 28 A, SF 00100 Helsinki, 10, Finland.

17 - 19 September 1982

Annual Conference of the British Comparative Education Society in Worcester.



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Professionalisierung in der dänischen Erwachsenenbildung, Frankfurt a.M., D.I.I.P.F., 1981 (Studien und Dokumentationen zur vergleichenden Bildungsforschung, 18).

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L'innovation dans l'enseignement. Nouvelles de l'OCDE, Paris, 1981, n. 28.

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VARIA

Sussex European Research Centre

Dear Colleague,

The European Commission has invited the Schools Council* to organise a working conference on the theme of the European dimension in the 10-16 curriculum. The event will be under the direction of the Schools Council Curriculum Officer, Mr. Maurice Plaskow, and is to be organised with the help of the Schools Unit, Sussex European Research Centre, University of Sussex, and is likely to be held in Brighton, Sussex in December 1982.

The conference is intended as a contribution to the promotion of understanding and cooperation between teachers in Europe and a greater awareness and understanding of Europe in secondary schools. Its principal aim is to provide an opportunity for interested teachers and educationists from all over Europe to come together and share their experience and thinking.

The basic assumption underlying the event will be that the case for including Europe in the curriculum has been made and it is now time to demonstrate some of the ways in which it can most effectively be achieved.

The Conference will take the form of working groups, (working languages English and French), and will focus on a number of themes which could include the following: comparative studies (comparisons of different European education systems and curriculum strategies); the European dimension to different subjects in the secondary school curriculum; patterns of teacher education; Europe and the wider world; inter-European links and exchanges; vocational training.

It is hoped that the Conference will produce a number of practical outcomes in the form of published papers on curriculum outlines, syllabus construction, resources, individual school case studies, guidelines for teachers and teachers educators, recommendations for future action and curriculum strategies.

Above all it is hoped that the event will cement links between educators from all over Europe and provide a basis for future cooperation, discussion and exchanges.

At present planning for the Conference is at the preliminary stage and we are anxious to make contact with organisations, institutions and individuals in Europe who would be interested in participating in and contributing to the event. We would particularly like to locate individuals in Europe who could submit papers relevant to the themes outlined above, curriculum outlines and materials or individual school case studies.

We would be very interested, for example, in seeing how curriculum aims and organising principles are turned into practice. We would also welcome, for use as background documentation, copies of any papers currently in existence relating to the different educational systems of Europe and to any aspect of Europe in the curriculum. If you or anyone in your organisation or institution would be interested in attending the

Conference, or could assist us by providing any information or documentation, we would be most interested in hearing from you.

Thank you for your cooperation,

Yours sincerely,
Dr. V. McGivney,
Conference Coordinator

*The Schools Councils for Curriculum and Examinations sponsors school-based research leading to improved teaching methods and changes in the curriculum. It monitors and makes recommendations to the Government regarding examinations. The Council also provides a national forum for public debate on curriculum and examinations.

Parlement Européen: Un programme communautaire dans le secteur de l'Education

A l'heure où, au niveau communautaire, une relance de la coopération entre les Dix dans le secteur culturel est à l'ordre du jour — témoin la présentation du projet Genschel-Colombo —, le rapport de Mme Paola GAIOTTI DE BIASI (PPE, It.) sur un programme communautaire dans le domaine de l'éducation, adopté le 2 décembre à Bruxelles par la commission de la jeunesse, de la culture, de l'éducation, de l'information et des sports du Parlement européen

réunie sous la présidence de M. Mario PEDINI (PPE. It.), prend un relief particulier.

Il est essentiel, affirme le rapport, d'instaurer une coopération systématique entre les politiques d'éducation des Etats membres de la Communauté afin que l'unité européenne puisse favoriser une meilleure compréhension réciproque entre les peuples, la circulation des idées et le dynamisme de la société européenne. La résolution qui sera examinée lors d'une prochaine période de session du Parlement européen invite la Commission à élaborer une stratégie globale de coopération qui porte sur l'orientation et la formation professionnelle ainsi que sur l'éducation et la formation permanente des adultes. Commission et Conseil devront par ailleurs promouvoir une action communautaire dans les secteurs où la coopération est de nature à contribuer à aider les Etats membres à rechercher des solutions aux problèmes sociaux communs.

La nécessité de cette coopération, affirme la proposition de résolution, ne doit pas être jugée contradictoire avec la réaffirmation de la compétence directe des Etats en matière de politique de l'éducation, compétence renforcée par la diversité des cultures ainsi que par le pluralisme des systèmes scolaires. La commission parlementaire estime que les Traités constituent une base juridique et une impulsion politique appropriées pour le renforcement d'une telle coopération. Elle souligne toutefois l'insuffisance absolue des crédits accordés jusqu'à présent dans le cadre du budget, ainsi que la rareté des sessions du Conseil des ministres de l'Education.

Parmi les points essentiels du rapport de Mme GAIOTTI signalons l'invitation qui est faite aux ministres de l'Education de poursuivre la reconnaissance des diplômes de tout ordre et de tout niveau ainsi que le rappel à l'engagement pris par le Conseil en 1976 au sujet de l'institution d'un livret

scolaire européen, dont la mise en œuvre devrait être accélérée. La commission parlementaire estime qu'il convient d'accorder une grande attention aux expériences scolaires multinationales telles que le système des écoles européennes ou le baccalauréat international. La résolution confirme par ailleurs les priorités définies dans le «programme d'éducation», parmi lesquelles on compte l'enseignement des langues, les échanges d'étudiants, la scolarisation des enfants des travailleurs migrants et enfin, la nécessité d'assurer aux femmes la pleine égalité de chances.

Le rapport estime enfin qu'il est essentiel, pour mener une politique de l'éducation efficace, d'instaurer une bonne coopération entre l'école, les parents et les éducateurs. A cette fin, la Commission est invitée à présenter un rapport sur la participation des parents et des éducateurs à la gestion de l'école dans les différents Etats membres.

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. Y. Di Pholo, Paris
Mr. A. de la Orden, Madrid
Mme A. Chacon, Paris
Mr. A. Thevenin, Paris
Mr. H. C. Barnard, Reading
Mr. D. Buckley, Hamburg

Mr. S. Mostafavi-Redjali, Teheran
Mr. Mostafa Mohammed Metwally, London
Mr. H. L. Bott, Dharan (Saoudi-Arabia)
Mr. H. Hayden, Wellington (New Zealand)
Mr. A.J.C. Kerr, Edinburgh
Mr. F. A. Fischer, Bietigheim (BRD)

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.

XIth CESE Conference

Würzburg (FRG) 3 — 8 July 1983

Education and the diversity of cultures:
the contribution of comparative education
L'éducation et la diversité des cultures:
la contribution de l'éducation comparée
Erziehung und die Vielfalt der Kulturen:
der Beitrag der vergleichende Erziehungswissenschaften

More information in the next Newsletter

VARIA

Still available — Sont toujours disponibles — Noch vorrätig:

Proceedings of the CESE — Délibérations de la CESE — Beschlüsse der CESE:

1. *Comparative Education Research and the Determinants of Education Policy*, First General Meeting, Amsterdam 1963.
Bfrs 250,-

2. *General Education in a Changing World*, Second General Meeting, Berlin 1965.
Bfrs 250,-

3. *The University within the Education System*, Third General Meeting, Ghent 1967.
Bfrs 250,-

4. *Curriculum Development at the Second Level of Education*, Fourth General Meeting, Prague 1969.
Bfrs 250,-

5. *Teacher Education*. Fifth General Meeting, Stockholm 1971.
Bfrs 250,-

6. *Recurrent Education. Concepts and Policies for Lifelong Education*, Sixth General Meeting, Frascati, 1973.
Bfrs 250,-

7. *School and Community*, Seventh General Meeting, Sèvres 1975.
Bfrs 350,-