

# CESE

## NEWSLETTER 16

Ed. resp.: H. VAN DAELE -

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

JUNE 1984

### 12th CESE Conference :

The Impact of Technology on Society and Education.  
A comparative Perspective.

L'impact de la technologie sur la société et l'éducation  
dans la perspective de l'éducation comparée.

Die Technologie und ihre Auswirkungen auf Gesellschaft  
und Erziehung. Eine vergleichende Perspektive.

1 - 5 July 1985  
1 - 5 juillet 1985  
1 - 5 Juli 1985

Antwerp (Belgium)  
Anvers (Belgique)  
Antwerpen (Belgien)

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## Professor H.C. BARNARD

On 6th June 1984 Professor H.C. Barnard celebrated his 100th birthday. When **Comparative Education** paid tribute to his scholarship on the occasion of his 90th birthday, Barnard characteristically protested that there was «no merit in simply getting aged»; but a century of distinction in educational studies of many kinds — Comparative Education, History of Education, and teaching methods — demands special attention.

Barnard began — like so many of us — as a Classical scholar, and in that field he distinguished himself at Oxford University before going to the universities of Caen and Heidelberg, and later London. These academic wanderings laid the foundations of his deep and continuing interests: education, history, and geography — in all of which (both separately and combined) he produced numerous influential books. In fact, many young scholars who first made acquaintance with Barnard's substantial scholarship in one of these fields have been surprised to learn of his great expertise and enthusiasms in other fields. In everything he touched, Barnard was remarkably able to pass on his great sense of fun in learning and teaching. He has always been an encouraging friend to students and colleagues.

When Barnard was 29 years old he published (in 1913) **The Little Schools of Port Royal**, based upon a research degree programme at the University of Oxford. In 1918 he followed this up with **The Port-Royalists in Education**, and in 1922 with **The French Tradition in Education**. In 1934 appeared **Madame de Maintenon and Saint Cyr**. Twenty years later Barnard published **Girls at School under the Ancien Régime**. These books were no mere histories but subtle analyses of educational contexts and of the personalities who have helped to shape educational ideas. Thus we take up the sequence in **Fénelon on Education** (1966) and **Education and the French Revolution** (1969).

After very successful years as a teacher and headmaster, Barnard had become Professor of Education at the University of Reading in 1937. There he undoubtedly fostered a strong interest in comparative studies which continues today — not surprisingly in view of his great interest in France and contacts there. But Barnard was also «very proud» of his close association with King's College, London, for historical studies; he became a good friend of Professors Dover Wilson and J.W. Adamson. It was through his London studies that he obtained the M.A. in Education, and later earned the D.Lit. degree which is awarded for distinguished publications. (The University of Reading awarded him an honorary D. Lit. in 1974).

Of all Barnard's writings perhaps the best known is his **Short History of English**

**Education from 1760 to 1944**, (1947) which has been translated into Hindi and has been revised and updated several times as a standard text in the preparation of many thousands of teachers. But Barnard also wrote more directly pedagogical books, including **Principles and Practice of Geography Teaching** (1933) and **An Introduction to Teaching** (1952).

The strongly comparative perspective in all Barnard's writing (often implicit rather than spelt out) caused him to be sought as an external examiner for Comparative Education in other universities, especially London, for a very long period. Thus he directly influenced the growth of Comparative Education and enthused the numerous higher degree candidates and, indirectly, supervisors whose work he was called upon to assess.

So much for the formal scholar and researcher; but Barnard has been an enquirer and communicator on a much more human plane throughout his life. I was proud to help him publish in 1970 **Were Those The Days? A Victorian Education**. (He had originally intended the subtitle to be «Memories of a Victorian Childhood» — for those vivid memories recounted to his

grandchildren were the graphic and witty substance of the book). This indirect way of combining real enlightenment with amusement had been previously exemplified, for instance, in a very perceptive essay entitled «The educational influence of Robinson Crusoe» (**University of Leeds Institute of Education Researches and Studies**, January 1959).

Barnard has been a great lover of cats (on which he wrote a book), an enthusiastic organist, a vigorous walker, a witty conversationalist full of fun without malice, an inspiration to eager learning everywhere, and a sympathetic friend to hundreds. A latterday scholar of Renaissance dimensions, Barnard has stretched our understanding and insights comparatively across many dimensions of education and the changing contexts of time and place. His especial contribution to the study of Comparative Education has related to France; but all his historical studies in other fields have been characterised by his great skill in seeing and portraying educational problems through the perceptions of others.

Edmund King

## N.F.S. GRUNDTVIG — Some pointers for the U.K.

**A paper presented at the Seminar organised by the University of London and the Danish Institute to commemorate the bicentenary of the birth of N.F.S. Grundtvig.**

In the course of the second world war there appeared a slim volume from the pen of a distinguished Cambridge classical scholar with the ambitious title **The Future in education**. Within less than six months, a second edition of Sir Richard Livingstone's extended essay on adult education was circulating with full approval in the numerous discussion groups sponsored by the Army Bureau of Current Affairs. What perhaps particularly caught the imagination was the romantic picture Sir Richard portrayed of the Danish Folk High School. In the chapter headed **The Way Out** he described the Danish pioneering of N.F.S. Grundtvig in founding these «people's colleges». He argued that the threefold secret of success of these homely communities was that (a) they were for adults (b) they were residential and social institutions (c) they were inspired by spiritual ideals.

In commemorating the centenary of Nicolai Severin Grundtvig's birth we are remembering a man who in the course of his long life was a preacher, historian,

politician and popular educator. At the age of 40 Grundtvig was an important national poet and student of history. His religious and educational ideas had yet to be fully developed. Had he died at 60 he would just have succeeded in expounding his High School ideas, and he would have been known for popular hymns and poems. Indeed, there is a sense in which he could be regarded as a Danish John Wesley. But he would not have seen the development of his brain-child, the Folk High School, nor would he have taken part in shaping them.

When he was 80 Grundtvig experienced the defeat of Denmark in the war with Prussia and Austria. This disaster did not daunt his optimism as it did that of some of his contemporaries. On the contrary, he became one of the leaders in the political struggle for the retention of the free Constitution of 1849 and he was influential in establishing many new Folk High Schools after the war. In many ways Grundtvig was the right man at the right moment in time with his insights into patriotism and the growth of social democracy. The early years of the nineteenth century saw agricultural reforms in Denmark. The emancipation of the peasants and the introduction of a more liberal tariff



policy were accompanied by a great social re-awakening. Denmark abolished the trade in slavery, the Jews were granted civil rights, and the poor law was reformed. Compulsory education was introduced in 1814. All this was rooted in the current belief in cultural advancement for all.

About 1830 Grundtvig made three journeys to England to undertake historical research. In fact his visits taught him much about the realities of nineteenth century England. After the bombardment of Copenhagen in 1807 Grundtvig, understandably as a good patriot, condemned «the nation of shopkeepers» who were responsible. Twenty years later he still regarded England as materialist and deficient in higher spiritual qualities. In 1842, however, we find him referring to England as «almost the only free space for human life in modern times». He was deeply impressed by certain attributes which he recognised in the English people and he wrote:

*It is impossible to see the boldness with which the Englishman takes hold of everything, that sureness with which he quickly discovers what will decide the success of an enterprise, and the perseverance with which he strives to overcome all difficulties and usually does so — to see this without feeling that one is in the domain of the heroic spirit ...*

It was especially in education that Grundtvig found inspiration in England. Unlike that of the Teutonic Continent English education had not been paralysed by what Grundtvig termed «the black school». He contented that in Germany and Denmark the schools had been dominated by Latin, and the ordinary people had been cut off from the fruits of a living education. Grundtvig began from the standpoint that when the people, farmers and artisans, were called upon to take an active part in Danish legislation they should be educated for this duty. This education would not, however, be through children's schools but through schools for young adults. Grundtvig wrote:

*Dead are letters even if they be written with the fingers of angels, and dead is all knowledge which does not find response in the life of the reader. Until the brain and the body have fully developed, and until life has revealed so completely itself to the individual that he can recognize it when it is described, and feel a natural desire to be enlightened in regard to its conditions, not only mathematics and grammar, but all intense brain work in childhood is killing.*

Accordingly Grundtvig argued that young adulthood is the proper time for enlightenment as this is the age of mental awakening when the questions about sex, religion, feeling for poetry, native land, society, are kindled. It should be the task of the

Folk High School to point answers to these life-searching questions.

Before the advent of the Folk High School there was no school for adults in Denmark except the university, and its aim was to educate officials. Grundtvig wished to see another educational provision to be made for all that great part of the people who had no idea or wish to become officials but who nevertheless had a key contribution to society in that they had to feed themselves and the officials also. The essence of the Folk High School's purpose was never formulated more clearly than when Grundtvig wrote:

*Only barbarians and tyrants can imagine that this root and kernel of the people — tenants and freeholders, large farmers and small, artisans of all kinds, sailors and tradesmen — does not need any more enlightenment than they can obtain behind the plough, in the workshop, on the boat, and behind the counter.*

Practically, Grundtvig had some sound notions about the contents of what was to be taught in the Folk High School. It should give the young Danish citizens a knowledge of their country, its social institutions, its historical development, and it should help them to express their thoughts in clear and good Danish. Grundtvig proposed that it would be valuable if a well-managed farm could be connected with the Folk High School, and that this be surrounded by workshops of all kinds where every young man could see efficient management of his trade. He emphasised the value of making excursions into the country under the leadership of men who had practical insight into political economy and sociology, and who were able to inspire students through enlightening comments on what they saw.

Books were to have a smaller place in the Folkehøjskole than at the University. Grundtvig placed high emphasis on «the living word» and this coloured his notions of how all teaching should be enlivened by «a merry joke, an indignant exclamation, an inspired speech». Above all he considered that history should be the subject for discussion. The deepest question of all is the question about life itself. When the young ask these questions they should hear how the human race has lived, learn of its achievements and errors. To Grundtvig history did not appear as a mass of details but as a great continuity, a real «career of mankind» which, like the career of every individual, has its childhood, youth, maturity and old age. He wanted the young to be led into the stream of history in such a way that they would find their place in it and be stimulated to action. For Grundtvig the religious life should be spoken of as the deepest current in the human condition.

The story of how the Folk High School took root in Danish society from 1844 onwards makes a fascinating study in itself, not least in the disputes which took place over what was the best age to provide for what today we should regard as adolescent teenagers, or for older students between the ages of 18 and 25. There is a longstanding interest in the United Kingdom in what the Folk High School meant in the transformation of Danish society. Michael Sadler, pioneer in studies of education in other countries, when he was Director of a new Government research department at the beginning of the century, included a paper in Volume I of the **Special Reports** in 1897 on **Recent Educational Progress in Denmark**.

In Volume IX of **Special Reports** published in 1902, ostensibly nothing to do with Denmark since its title is **Education in Germany**, there is a short but penetrating analysis of the People's High School movement in relation to developments in an age of technology. Sadler shows a perception which many who have written about the Danish Folk High Schools more recently, have lacked. He emphasizes:

*Such training as that given in the People's High Schools of Denmark and Norway is much more complex in its character than what is given in the more strictly technical continuation schools.*

After the publication of Sir Richard Livingstone's **The Future in Education** in 1944, and his numerous broadcasts and talks, the Danish Folk High School received considerable attention in the U.K., and controversy arose about its significance, and its relevance to the English scene. One school of thought argued that the Danish experience was the product of a rural economy with little relevance to an industrial and commercial Britain. The pioneer of the Cambridgeshire Village Colleges, Sir Henry Morris, roundly attacked Sir Richard Livingstone as a romantic idealist in an article in the journal **Adult Education** which he entitled **The Danish High School Myth**.

There was a phase, soon after the second world war, under the influence of Sir Richard Livingstone's popularisation of the Danish Folk High School, when many local Education Authorities acquired large old houses in delectable rural settings, in order to set up colleges of adult education. They were often spoken of as if they were to be the English replicas of the Danish prototype. Their growth was chequered, and they soon became an administrative service within the educational system and, so institutionalized as colleges of adult education, were much less rooted in the native soil than their Danish forerunners. Sir Fred Clarke issued a warning during the crest of the publicity of



the Danish Folk High Schools when he wrote:

*We shall do well to conclude, then, that no organized educational service, whether for adolescents or for adults, can be wholly satisfying unless it is firmly rooted in the soil of the national economy, in the conditions and governing principles (largely scientific nowadays) of the occupations by which the people live.*

With this caution in mind when detailing the history of the Folk High Schools, it is nonetheless rewarding to go back to the basic thinking of N.F.S. Grundtvig, his co-worker Kristen Kold, and the lively group of Danish pioneers, for they started their endeavour from close observation of people and their needs in society.

Dr. J.H.H. Higginson

## Studies on Comparative Education in Italy

Since the end of the second World War, comparative education studies in Italy have been developed, as the cultural barriers of nationalistic autarchy were broken down. Works of distinguished comparativists (such as Schneider, Hilker, Hans, Hessen, King, Bereday, Vexliard) have been translated and discussed. Many studies about other educational systems have begun; for example about the anglosaxon world (by L. Borghi, A. Visalberghi, G. Malizia); about the USSR and East European countries (by L. Volpicelli, M.A. Manacorda, A. Daziano); about Germany (by S. Caramella, G. Flores d'Arcais, M. Laeng, B. Orizio, L. Corradini) and the Scandinavian States (by G. Reguzzoni), African States (by R. Neri, A. Tricarico, M. Paronetto), Latin America (by A. Leonarduzzi), Japan (by M. Laeng).

Extensive studies about school reform in many countries have been made by G.

Gozzer, G. Limiti; about permanent education by A. Lorenzetto, P. Orefice; about religious education by A. Alberich, G. C. Milanesi; about the teaching of philosophy by V. Telmon; about special education by R. Zavalloni, A. Canevaro. A prominent contribution to comparative studies on school achievement and evaluation techniques has been made by I.E.A. researchers (A. Visalberghi, L. Meschieri, M. Laeng, A. Zuliani, U. Trivellato).

A full series of comparative studies has been printed by Armando Publ. House in Rome; others are being printed by la Nuova Italia in Florence and by La Scuola in Brescia.

According to this trend, some magazines and reviews have also opened the door to contributions in the field; the first has been the «Bollettino...» which became the «Rivista di Legislazione Scolastica Com-

parata»; followed by «I Problemi della Pedagogia» edited by L. Volpicelli, which has for many years published a special issue dedicated each year to a different country; now the «Rassegna di Pedagogia» edited by G. Flores d'Arcais is published in coedition also in Germany by Königshausen u. Neumann in Würzburg with the support of prof W. Böhm; other magazines as «Scuola e Città», «Orientamenti Pedagogici», «Rinascita della Scuola», «Pedagogia e Vita» accept articles by comparatists, from Italy and other countries.

Many Italian scholars have been involved in activities of international bodies as UNESCO, OCDE, CERI, Fondation Européenne de la Culture, Conseil de l'Europe, Communautés Européennes, AEDE, ATEE, IEA. Some of these associations have held their conventions in Italy.

At present, the CESE has an Italian Section, which is located at the CEDE (Centro Europeo dell'Educazione) in Villa Falconieri at Frascati near Rome, a nice XVIII century palace surrounded by a park on the hill where Cicero wrote his «Tusculanae Disputationes». In order to improve relations with comparatists in other fields (comp. law, comp. literature a.s.o.) there is another association (named Società Italiana di Educazione Comparata) led by G. Limiti. Both associations cooperate to encourage studies and meetings. The next one will take place in Frascati in the late Autumn, on the theme «Trends of reform in secondary school in Europe».

Mauro Laeng

## 4-5 mai 1984 : Colloque annuel de l'A.F.E.C.

Comme elle le fait d'ordinaire, l'A.F.E.C. a tenu en 1984 son colloque annuel au C.I.E.P. de Sèvres et sur un thème en relation avec les sujets à l'ordre du jour de l'Association Européenne d'Education Comparée et du Conseil Mondial des Associations d'Education Comparée.

Il s'agissait cette année de réfléchir en direction du Congrès Mondial de l'Education Comparée qui aura lieu du 2 au 6 juillet 1984 à l'Université de Paris I - Panthéon-Sorbonne, sur le thème «Dépendance et Interdépendance en Education: le rôle de l'éducation comparée».

L'A.F.E.C. ayant été chargée par le Conseil Mondial d'organiser ce Congrès, le colloque qu'elle a tenu les 4 et 5 mai 1984 a été profondément influencé par le thème du Congrès Mondial: deux des groupes de travail du colloque ont été animés par les responsables de deux commissions du Congrès Mondial: N'Sougan AGBLE-MAGNON, responsable de la commission n° 2 du Congrès Mondial a animé le

groupe de travail de l'A.F.E.C. «Dépendance et Interdépendance à l'échelle internationale»; Gilles FERRY, responsable de la commission n° 4 du Congrès Mondial a animé le groupe de travail de l'A.F.E.C. «Dépendance et Interdépendance en pédagogie».

Quant au troisième groupe de travail de l'A.F.E.C. «dépendance et interdépendance à l'échelle nationale, il a été animé par Thierry MALAN.

Les travaux de ces groupes avaient été préparés par des journées d'études le 15 octobre 1983 avec 46 participants, puis le 11 février 1984 avec près de 80 participants.

Le Colloque lui-même a regroupé une centaine de participants venus de 26 pays différents.

Après la présentation des documents élaborés par les responsables de chacun des groupes, les trois groupes ont travaillé séparément, puis sont revenus en séance

plénière pour la présentation des rapports sur leurs travaux, avant un débat général qui sert traditionnellement de conclusion aux Colloques de l'A.F.E.C. toujours soucieuse de ne pas clore les débats par une synthèse doctrinale.

— A l'échelle internationale, la discussion a porté essentiellement sur la théorie de la dépendance, certains souhaitant que les problèmes propres aux pays du Tiers Monde, y compris les problèmes de pouvoir, ne soient pas occultés.

La coopération franco-québécoise en éducation a servi d'autre part de référence pour une réflexion sur un nouveau mode de coopération et d'échanges. Cependant, les chercheurs africains ont fortement insisté sur la nécessité de redéfinir la coopération entre les Universités des pays industrialisés et les chercheurs du Tiers Monde.

— A l'échelle nationale, les intervenants



se sont intéressés à la situation des filles dans les systèmes éducatifs, à la place croissante que tient la préoccupation de l'inter-culturel et des différences, ainsi qu'au problème plus général du choix des modèles et des savoirs à transmettre.

- Quant au groupe «Dépendance et Interdépendance en Pédagogie», il a travaillé sur le micro-système de la classe et procédé à un double inventaire: celui des formes structurelles qui favorisent la dépendance et celui des blocages fantasmatiques qui le déterminent.

Le débat général a porté principalement sur l'identité culturelle (enracinement ou enfermement), sur les différentes étapes de la conquête de l'autonomie dans les pays du Tiers Monde (de la libération symbolique au dépassement du provincialisme vers l'universalisme), sur la diversité des dépendances dans les pays du Tiers Monde, etc.

Les actes de ce Colloque seront publiés dans les prochains bulletins de l'A.F.E.C.

Voici la liste des communications qui sont dès maintenant disponibles au Secrétariat de l'A.F.E.C. — 1, Avenue Léon Jourd'hui — 92310 - SEVRES :

**Martine ABDALLAH-PRETCEILLE** : Pédagogie interculturelle et pédagogie de compensation.

**Michel DEBEAUVAIS** : L'analyse comparative des phénomènes de dépendance et d'interdépendance dans l'éducation : concepts, théories, méthodes, pratiques et faits.

**Annie DUPART** : L'uniformisation des modèles pédagogiques.

**Jeanne LAMOURE** : Orientation et scolarisation des étudiantes.

**N'Sougan AGBLEMAGNON** : La coopération : dépendance ou interdépendance ? Le cas de l'Afrique dans un grand ensemble multiculturel et multilinguistique : la francophonie.

**Armelle GAUFFENIC** : Le dialogue des cultures.

Pierre Alexandre

## New addresses Nouvelles adresses Neue Anschriften

Dr. Michel LAFERRIERE  
Professor McGill University  
3724 McTavish  
Montréal, Québec H3A 1Y2  
Canada

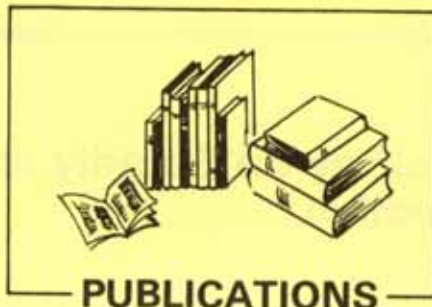
Prof. Denis KALLEN  
76 rue du Vertbois  
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France

## New CESE Members Nouveaux membres Neue CESE Mitglieder

Dr. Mieczyslaw PECHERSKI  
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Mr. Saeed PAYVANDI  
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The CESE Secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes :

Das CESE Sekretariat erhielt folgende Publikationen :

MITTER, Wolfgang (Hrsg.) *Kann die Schule erziehen ?* Köln, Böhlau, 1983 (D.I.I.P.F., Studien und Dokumentationen zur vergleichenden Bildungsforschung, Band 25).

BALLAUF, Theodor - *Funktionen der Schule*, Köln, Böhlau, 1984 2e Auflage (D.I.I.P.F., Studien und Dokumentationen zur deutschen Bildungsgeschichte, Band 22).

APEL, Hans-Jürgen - *Das preussische Gymnasium in den Rheinlanden und Westfalen 1814-1848*, Köln, Böhlau, 1984 (D.I.I.P.F., Studien und Dokumentationen zur deutschen Bildungsgeschichte, Band 25).

VAN DAELE, Henk - *Pædagogica Belgica Academica XXXIII. Periodical Survey of the Belgian University Studies in Education*, Gent, Baertsoenkaai 3, 1983.

*Ecole et Paix*, Genève, XVII, 1984, n.1.

*Nouvelles Universitaires Européennes - European University News*, Bruxelles, 1984, n. 132.

*EURinfo*, Bruxelles, 1984, N. 86 et 87.

*Forum. Conseil de l'Europe*, Strasbourg, 1984, n. 1.



### 21 - 25 May 1984

Tenth Conference of the International Society for Intercultural Education, Training and Research, in Washington D.C., USA.

Theme: «Intercultural Conflict Management and Negotiation».

Information: S.I.E.T.A.R., 1414 Twenty-second Street N.W., Suite 102, Washington D.C. 20037, USA.

### 12 - 16 Juin 1984

Symposium organisé par le Bureau Africain des Sciences de l'Education à Kinshasa (Zaire).

Thème: «Pour une pédagogie de l'efficacité au niveau de l'éducation préscolaire».

Information: B.A.S.E., B.P. 14, Kisangani, Zaire.

### 2 - 6 Juillet 1984

World Conference of the WCCES in Paris. Theme: «Dependence and interdependence in education».

Information: C.I.E.P., avenue Léon Jourd'hui, 92310 Sèvres, France.

### 5 - 10 August 1984

7th World Congress of Applied Linguistics at Brussels (Belgium).

Theme: «The contribution of applied linguistics to international understanding».

Information: AILA World Congress 1984, University of Brussels, ITO/VUB, Pleinlaan 2, — B 1050 Brussels, Belgium.

### 28 - 30 August 1984

SEFI Annual Conference at Erlangen-Nürnberg (FRG)

Theme: «The Impact of Information Technology on Engineering Education».

Information: SEFI, 51 rue de la Concorde, B 1050 Brussels, Belgium.

### 29 - 31 August 1984

First meeting of the International Standing Working Group for the History of Early Childhood at the University of Bamberg.

Theme: «Comparative Research on the History of Early Childhood and of Formal and Informal Early Childhood Education».

Information: Dr. G. Erning, Univ. of Bamberg, Feldkirchenstrasse 21, D 8600 Bamberg, F.R.G.

### 3 - 7 September 1984

Annual Conference of the Association for



Teacher Education in Europe (A.T.E.E.) in Linz (Austria).

Theme: «Teacher education and the changing school» (La formation des enseignants et l'école en transition - Lehrer-bildung für den Schulreform).

Information: A.T.E.E., 51 rue de la Concorde, B 1050 Brussels.

#### 4 - 7 September 1984

International conference of the International Standing Conference for the History of Education at Woltenbüttel (F.R.G.).

Theme: «Education and Enlightenment». Information: Prof. Dr. M. Heinemann, Univ. of Hannover, Luerstrasse 3, D 3000 Hannover 1, F.R.G.

#### 9 - 14 Septembre 1984

Huitième Assemblée Générale de la Conférence des Recteurs, des Présidents et Vice-chanceliers des universités européennes.

Thème: «L'avenir de l'université, son avenir».

#### 14 - 16 September 1984

Annual Conference of the British Comparative and International Education Society. Theme: «Technical Change and Cultural Adoption».

Information: L. Boucher, Chester College, Cheyney Road, Chester CH1 4BJ, England.

#### 25 - 28 September 1984

13th International Symposium of the International Society for Engineering Education in Berlin (West).

Theme: «Ingenieurpädagogik» Information: Universität für Bildungswissenschaften, Universitätsstrasse 65, A 9020 Klagenfurt, Austria.

#### 5 - 7 November 1984

Conference on «Lifelong Education Ini-

tiatives in Mediterranean Countries». Information: The University of Malta, Msida, Malta.

#### 5 - 8 Novembre 1984

Colloque international organisé par le B.A.S.E. en collaboration avec l'Association d'Etudes linguistiques Interculturelles Africaines, à Kisangani.

Thème: «La contribution à l'étude des langues du Soudan Central».

Information: B.A.S.E., B.P. 14, Kisangani, Zaïre, ou A.E.L.I.A., M.J. Caprille, 9 avenue Claude-Vellefaux, 75010 Paris, France.

#### 1 - 5 July 1985

12th CESE Conference in Antwerp (Belgium).

Theme: «The Impact of Technology on Society and Education».

### 12th CESE Conference:

## The Impact of Technology on Society and Education. A comparative Perspective.

#### 1 - 5 July 1985

University of Antwerp, campus U.I.A. Wilrijk (Belgium)

Working languages: English, French, German.

General theme:

The interaction between technological development, society and education.

- What is technological development?
- What technological developments have taken place since World War 2?
- What technological developments may we expect in the near future?
- What are the influences of technological developments on society?
- What are the influences of technological developments on education? (formal and non-formal education, general education and vocational training, new subjects, teacher training, etc.)
- Technological developments and the Third World.
- The restrictions of technological developments.

Working groups will be set up around specific topics, such as:

1. Technology, labour relations, labour market, education and schooling.
2. Influences of technology on school management and school organization.
3. New technologies and the curriculum.
4. Technology and its impact on general and professional education.
5. Technology and permanent education, non-formal education.

6. New technologies and school practice; new demands on teacher training.
7. The new technologies in question: restrictions and dangers.
8. The influences of new technologies on norms and values in society and education.

Congress secretary:

U.I.A. - DIKR  
t.a.v. M. Vansteenkiste  
Universiteitsplein 1  
2610 Wilrijk - Antwerpen  
Belgium

### Registration fee/Droit d'inscription:

	Before/Avant 1.3.1985	After/Après 1.3.1985
CESE Members <i>Membres de la CESE</i>	3.000 BF	4.000 BF
Non-CESE Members <i>Non-membres de la CESE</i>	5.000 BF	6.000 BF
Students <i>Etudiants</i>	1.500 BF	Special congress arrangements are available for students. Please contact the congress secretariat. <i>Des arrangements spéciaux seront organisés pour les étudiants. Veuillez contacter le secrétariat du congrès s.v.p.</i>

### Congress accommodation arrangements

including 5 nights, all meals and transportation in Antwerp:

double room: 10.750 BF p.p.

single room: 13.250 BF

### Arrangements de séjour durant le congrès

l'hôtel (5 nuits), les repas et le transport à Anvers:

une chambre double: 10.750 BF p.p.

une chambre 1 lit: 13.250 BF

More details will be published in the CESE Newsletter 17



## First European Youth Prize Awarded

On 12 December in the Town Hall of Brussels, the First European Youth Prize of one million Belgian francs was presented to a group of twelve young Europeans for their project entitled «The Rebus». Mme Simone Veil, Chairman of the Jury and former President of the European Parliament, made the presentation. King Baudouin of Belgium extended his congratulations to the group later in the evening.

The winning project, which was selected from the more than fifty submitted, has as its theme «people and the architectural heritage». It involves the construction of a modern architectural form — a three dimensional structure — symbolising the dynamism of youth and housing an exhibition evoking the common European architectural heritage. The project was conceived by a group of twelve persons, aged eighteen to thirty, representing ten countries, namely Austria, Belgium, France, the Federal Republic of Germany, Italy, Poland, Portugal, Switzerland, Turkey and the United Kingdom, and including students of architecture, civil engineering and geography, as well as professional architects and a stone cutter. «The Rebus» is to be constructed in the coming months and will make a tour of a number of European capitals during the Summer of 1984. The cities to be visited include: Amsterdam, Athens, Brussels, Cologne, Copenhagen, Florence, Geneva, Istanbul, Lisbon, Madrid, Munich, Oslo, Paris, Rome, Stockholm, Venice and Vienna, and each stopover will last approximately four days. The goal of the exhibition is to make young Europeans aware of the role they can play in safeguarding the European heritage and to underline the European dimension of that heritage.

This First European Youth Prize competition was initiated by the CESDA (Confederation of European Soft Drinks Associations) and the UNESDA (Union of European Soft Drinks Associations), under the patronage of Mr. Gaston Thorn, President of the Commission of the European Communities and the European Cultural Foundation, who was also responsible for its organisation.

For further information, contact: Ms. Martine Herlant, European Youth Prize-Project Coordinator, European Cultural Foundation, 51, rue de la Concorde, 1050 Brussels, Belgium.

## Teaching for a changing society: the role of the headteacher and the implications for headteacher training

The ATEE Working Group on the Training of Headteachers proposes to conduct a survey and research project devoted to the theme of «Teaching for a Changing Society: the role of the headteacher and the implications for headteacher training». The group's proposal has been given the approval of the Administrative Council of the Association, and the project will be coordinated and directed on ATEE's behalf by Mr. David Hellowell, Chairman of the Working Group and Head of the Faculty of Education and Teacher Training at the City of Birmingham Polytechnic, U.K.

### Aim of the project

The aim of the project will be to study the influence of headteachers on teaching for a changing society and to develop proposals of a cross-European nature to facilitate the headteacher's role as a change agent in this context. Particular consideration will thus be given to the implications of the project's findings for the training of headteachers who will be better equipped to carry out the innovative role required of them.

For this purpose it is considered necessary to ascertain, compare and contrast developments and approaches in a number of Member States of the European Community with a view to analyzing and improving the correspondence between them.

The project will be based on the hypothesis that despite differences in official status from one country to another, the headteacher is a key figure in determining the rate of change with which new developments in society are reflected in teaching in schools in many Member States of the European Community.

## Main European towns hosts to international organizations

Paris	1.151
Brussels	958
London	513
Geneva	393

## Main European Countries hosts to international organizations

France	1.739
U.K.	1.300
Belgium	1.286
Switzerland	787
Italy	767
F.R.G.	595
Netherlands	400

(Source: Yearbook of International Organizations 1983-84)

## Honoris Causa

L'Université Libre de Bruxelles a souligné l'importance fondamentale du respect des droits de l'homme, en remettant les insignes de docteurs honoris causa, le 13 janvier 1984 à trois personnalités européennes: Simone VEIL, Willy BRANDT, Altiero SPINELLI ainsi qu'à Andrei SAKHAROV et Nelson MANDELA.

Cette séance officielle, présidée par le Roi Baudouin, a marquée le début des manifestations organisées pour le 150<sup>e</sup> anniversaire de la naissance de l'Université Libre de Bruxelles (Belgique).

## Pour une université euro-arabe

Une université euro-arabe devrait être ouverte en Europe et, plus précisément, en Espagne: c'est ce que demande M. Jochen van Aerssen, membre du Parlement européen.

«On reconnaît généralement la nécessité de développer nos échanges culturels, scientifiques et technologiques avec le monde islamo-arabe, et plus particulièrement avec les pays méditerranéens» souligne le parlementaire allemand. L'université euro-arabe aurait donc pour fonction première de stimuler les échanges d'idées susceptibles de contribuer à la compréhension mutuelle entre deux cultures qui ont tant de racines communes. Il devrait s'agir d'une institution indépendante, financée par une fondation.

Le Parlement européen a déjà apporté son soutien à l'idée de M. van Aerssen en inscrivant dans le budget communautaire 1984 un poste s'y référant.

(Euroforum, Mai-Juin 1984)

## TEACHING ABOUT EUROPE:

The «Institut für Europäische Lehrerbildung» («Institute for European Teacher education») at the Europäische Akademie Berlin, Bismarckallee 46-48, D-1000 Berlin 33 is producing an extensive series of publications relating to the teaching of Europe-oriented topics. ATEE-NEWS notes the following:

- Europa im Unterricht (Jahresbericht 1982). Mit Unterrichtsmodell: «EG-Wirtschaft» (1983)
- Teaching Teenagers about Europe. Didactic Introduction and Teaching Suggestions (1982)
- Education for Democracy in Comprehensive Schools in Europe (1981).



## L'Ecole et les jeunes immigrés

La Commission européenne vient d'ouvrir une enquête pour déterminer si les enfants des travailleurs migrants dans la Communauté — ils sont au nombre de 2,5 millions — ne sont pas défavorisés du point de vue scolaire.

M. Ivor Richard, commissaire européen aux affaires sociales, l'a souligné: les enfants d'immigrés sont victimes de handicaps sociaux, linguistiques et culturels qui diminuent leurs chances de succès scolaire, donc d'accès à l'emploi, par rapport à leurs camarades du pays d'accueil.

C'est pourquoi, une directive communautaire datant de juillet 1981 prescrit aux

autorités des Etats membres une série d'obligations en ce qui concerne la scolarisation de cette catégorie d'enfants. Ceux-ci doivent bénéficier de cours gratuits destinés à faciliter leur intégration initiale dans l'école — notamment par l'apprentissage de la langue du pays d'accueil. Les enseignants eux-mêmes devront recevoir une formation pédagogique spéciale pour pouvoir enseigner valablement aux jeunes immigrés. D'autre part, les autorités de l'éducation nationale du pays d'accueil devront, en collaboration avec les autorités du pays d'origine, assurer l'enseignement de la langue et de la culture de ce dernier.

La Commission a adressé aux Etats mem-

bres un questionnaire destiné à établir dans quelle mesure ils ont appliqué ces dispositions. Les réponses obtenues font l'objet d'une première analyse publiée par la Commission. Celle-ci se propose maintenant d'attirer l'attention de chaque gouvernement sur d'éventuels manquements. Elle est bien décidée à engager une procédure judiciaire contre ceux qui ne remédieraient pas rapidement à de telles lacunes.

(Euroforum, Mai-Juin 1984)

### 12th CESE Conference :

The Impact of Technology on Society and Education.  
A comparative Perspective.

L'impact de la technologie sur la société et l'éducation  
dans la perspective de l'éducation comparée.

Die Technologie und ihre Auswirkungen auf Gesellschaft  
und Erziehung. Eine vergleichende Perspektive.

1 - 5 July 1985  
1 - 5 juillet 1985  
1 - 5 Juli 1985

Antwerp (Belgium)  
Anvers (Belgique)  
Antwerpen (Belgien)