

# CESE

Périodique Trimestriel

## NEWSLETTER 2

Ed. resp. : H. VAN DAELE - Comparative Education Society in Europe - 60, rue de la Concorde - B - 1050 Bruxelles

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.

CESE  
Newsletter

June 1978

Die Newsletter ist das offizielle Informationsblatt der CESE, aber, es ist auch IHR Informationsblatt. Zörgen 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 zukommen lassen.

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# editorial

## The 1979 CESE Conference theme : a challenge for comparative education

The theme chosen for the 1979 Conference of the CESE has not always attracted the interest of comparative educationalists. Policy and policy-making used not so long ago to be matters that many of us considered as being of no interest to science and to scientific analysis.

With time, and more particularly in the last ten years or so, attitudes to this have changed. Many comparative education scholars have studied the educational policy developments in their country and in other nations and a considerable literature on comparative aspects of educational policies has appeared in the past few years. Nevertheless, a certain split undoubtedly still exists between those that have included educational policy in their range of scientific analysis and those that feel that comparative education should adopt a very careful attitude towards the policy sector.

A frank discussion about the involvement of comparative education with policy-making and, for that matter, with policy-makers, may be one of the first objectives that the next Conference should aim at. A clarification of what is meant by "educational policy" and "educational policy-making" is in order in this context. The term has been used in a wide variety of connotations, ranging from national to classroom policy. It also covers a very different spectrum of education according to the range of matters that policy decides about. The curriculum may, e.g. be entirely decided at the central policy-making level, or it may be entirely the teacher's responsibility.

Perhaps more important is a discussion about the role which comparative education can play in educational policy-making and the role that it should play. The comparative argument has in past years been generously used in national political debates about education. It has no doubt not always been used judiciously. It may also be that comparative education was not ready to provide the comparative analysis that the policy-makers wanted, and that, as often happens with science, politicians did not have the patience to wait for research or analysis to be completed. Another question that may have to be looked into is that of the channels that are available to both parties, i.e. policy-makers and comparative educationalists, to communicate with each other. And, of course, it may be interesting to analyse whether their administrative and professional position enables comparative educationalists to exercise their role of providing policy-makers with information and advice. If they are housed in an ivory tower, their views are unlikely ever to reach those in power. Unless, of course, they enjoy a very great academic esteem and can exert political influence through their writings.

Of course, the comparative and international argument need not, and probably should not, have to operate along one single line of communication. It should certainly use the channel of academic discourse and scientific publication. But at the other end of the spectrum, it may also use the channel of direct political advice to the Minister. Personally I have welcomed the interest and participation of policy-makers and high level administrators in the work of the CESE shown on several occasions over the past few years. But I would also welcome an open discussion within the Society about the development of these relations in order to attain clarity as to the type of comparative education society that we should be developing over the years to come.

At its next meeting, in early June, the Committee will decide about the organisation of the 1979 Conference. The above reflections will be in the back of our minds! Our primary concern, apart from deciding about the venue and the administrative organisation of the Conference, will be with the structuring of the issue. It may be preferable to concentrate on a few issues or turning points in the educational process, such as the structure of basic education, and to take up the kind of issues indicated above in connection with these selected stages in education. As always, the availability of research evidence will be a very important, if not decisive factor in making these choices. Comparative education still suffers from a scarcity of empirical and analytical data. Hence an invitation to our colleagues to inform the Committee at an early stage ongoing research that could be reported to the Conference.

D. Kallen

## A new assistant at the Secretariat

Starting on March 15th of this year Miss Ruth Willems joins the secretariat of the European Cultural Foundation. In the future she will assist the Treasurer in all matters concerning CESE.

Miss Willems is Belgian, of German mother tongue, and also speaks French, English and Dutch.

## Une nouvelle assistante au secrétariat

Depuis le 15 mars de cette année, Mademoiselle Ruth Willems travaille au secrétariat de la Fondation Européenne de la Culture. Elle assistera à l'avenir le trésorier dans toutes les tâches qui concernent la CESE.

Mademoiselle Willems est belge, de langue maternelle allemande et parle également le français, l'anglais et le néerlandais.

## Eine neue Assistentin im Sekretariat

Seit dem 15. März dieses Jahres arbeitet Fräulein Ruth Willems im Sekretariat der Europäischen Kulturstiftung in Brüssel. Fräulein Willems wird in Zukunft Herrn Van daele in der Ausführung der Arbeiten für die CESE, unterstützen.

Sie ist Belgierin, deutscher Muttersprache, und spricht ebenfalls Französisch, Englisch und Niederländisch.

# NEWS

## FROM NATIONAL AND REGIONAL SOCIETIES

### Nouvelles des sociétés nationales et régionales

### Mitteilungen der nationalen und regionalen Gesellschaften

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#### THIRD CONFERENCE of the Dutch-Speaking Comparative Education Society ("Nederlandstalig Gezelschap voor de Vergelijkende Studie van Opvoeding en Onderwijs") March 15-17, 1978

The Third Conference of the Dutch-Speaking Comparative Education Society was held at the "Universitaire Instelling Antwerpen" (University of Antwerp) from March 15 to 17, 1978. It had as its theme "Teacher Training and Its (Eventual ?) Role in Educational Innovation" and was chaired by Prof. Dr. H. Van daele, who was also mainly responsible for the organization of the Conference.

On the first day of the Conference the rector of the "Universitaire Instelling" of Antwerp, Prof. Dr. L. Vandendriessche, pronounced the opening address and welcomed the 130 participants. He was succeeded by Prof. Dr. C. De Keyser ("Katholieke Universiteit Leuven", Belgium), who introduced the Conference theme. In his ensuing lecture, Prof. Dr. F.W. Busch, of the University of Oldenburg (FRG) compared the structure of teacher education in the FRG and in the GDR, mainly against the background of educational policy in these two countries. By way of illustration Prof. Busch dealt extensively with the reforms in teacher education which are currently being carried out at the University of Oldenburg and which constitute an experiment that is unique in the FRG. In his lecture, Prof. Busch also touched upon the place and role of comparative education in the new teacher education programmes.

During the morning session of the second day, Dr. W. Taylor (University of London Institute of Education) read a paper on the present-day situation of teacher education in England and Wales. He mentioned the fact that around 1981 teacher education will have been abolished as a separate entity within the educational system and will have been integrated into university education proper. The afternoon session of the same day was given over to education in Cuba. Dr. G. Labarca (Netherlands) dealt with the Cuban education system in general, while Mr. G. Egas (Netherlands) treated of problems relating to teacher education in that country. In the evening the Conference members were shown a film entitled "La nueva escuela" and dealing with education in Cuba. Responses to the film varied widely, as was also apparent from the animated discussion which followed.

During the last day of the Conference, which was devoted to teacher education in Sweden, Prof. Dr. E. Velema (University of Nijmegen, Netherlands) delivered a lecture on recent developments in teacher education in that country, dealing with, among other problems, the need for broadening the scope of the role of the teacher and with attempts to fuse into one single whole what is now offered as so many separate teacher education programmes. Like Prof. Busch, Prof. Velema pointed out the need for a truly professional approach to the study of education in a given country or area, as a means of forestalling unwarranted and premature conclusions and comparisons.

Listening to the various lectures and the ensuing discussions, it became clear that some common developments could be discerned in teacher education in the various countries, viz. a tendency (1) to cut across the separate character of the various programmes, (2) to subsume teacher education under higher education, and (3) to increase the pedagogical-didactical level of the instruction offered to prospective teachers.

On behalf of the Dutch-Speaking C.E.S.,

Dr. J.F. Vos,  
Secretary

President of the Dutch-Speaking Comparative Education Society :

Prof. Dr. E. Velema  
Instituut voor Onderwijskunde  
Katholieke Universiteit  
Erasmuslaan 40  
NIJMEGEN (Netherlands)

Secretary :

Dr. J.F. Vos  
Instituut voor Onderwijskunde  
Westerhaven 16  
GRONINGEN (Netherlands)

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### LE IIIe COLLOQUE

#### DE L'ASSOCIATION FRANCOPHONE D'EDUCATION COMPARÉE

#### SUR "L'EDUCATION PERMANENTE"

Le IIIe colloque de l'Association franco-phone d'éducation comparée, consacré à "l'éducation permanente - une confrontation d'expériences", s'est tenu au Centre International d'Etudes Pédagogiques de Sèvres du 9 au 11 mars 1978. Ce colloque avait pour but, à partir de cas concrets, de faire un bilan de l'éducation permanente telle qu'elle est actuellement pratiquée et de réfléchir sur l'orientation qu'elle pourrait prendre. Le but du colloque n'était pas d'aboutir à des recommandations et, surtout pas, selon l'exposé de Monsieur Debeauvais, à une sorte de "dénominateur commun" des points de vue qui serait réducteur des différences d'opin-

nion, mais, au contraire, de conserver aux débats toute leur richesse et aux expériences leur originalité.

Le colloque rassembla une centaine de personnes venues, outre de France, de pays francophones, de l'étranger, du Tiers-Monde et des organismes internationaux.

Monsieur Debeauvais, Professeur à l'Université de Vincennes, Directeur de l'Institut International de Planification de l'Education et Président de l'Association, présenta le colloque. Il distingua deux périodes dans le développement de l'éducation permanente qui date des dix dernières années. La première période ascensionnelle s'étend jusqu'en 1974 et s'inscrit dans une perspective optimiste : après la relative déception causée par les réformes dans les systèmes éducatifs scolaires, l'éducation permanente semblait pouvoir apporter une seconde chance au renouvellement éducatif. Cet espoir reposait d'ailleurs sur une ambiguïté, chacun projetant ses propres désirs et lui fixant des objectifs contradictoires.

La crise économique de 1974 a remis en cause cette perspective, provoquant une révision critique des objectifs et des attentes. Dans les pays occidentaux, par exemple, l'éducation permanente est dominée maintenant par la préoccupation de masquer l'importance du chômage. C'est dans cette perspective de questionnement que se place le colloque.

Les Actes du colloque n'étant pas encore parus, ce compte rendu ne peut être qu'indicatif de l'orientation des débats.

Quatre groupes de travail ont été chargés d'examiner la situation de l'éducation permanente dans le monde à l'heure actuelle à différents échelons.

Les travaux des groupes prirent comme point de départ la trentaine d'études de cas, présentées de l'échelle micro-dimensionnelle à l'échelle macro-dimensionnelle par les participants (Venezuela, Chine, l'éducation permanente en milieu rural dans différents pays : Chili..., les 150 heures en Italie du Sud, le rôle du Conseil de l'Europe, les implications du travail sur l'éducation : universités ouvrières, etc...).

Le premier groupe s'attacha à étudier comment le temps de travail s'intègre au temps de formation sur le lieu - ou hors du lieu - de travail, quelles en sont les implications et quels sont les déterminants de ces formes d'intégration observées (congé-formation...).

Le second groupe partit de la présentation des modifications dans l'ensemble éducatif, établie par le Professeur G. Berger : ce n'est plus l'enfant qui est au centre de l'éducation, mais l'adulte, citoyen et producteur, l'éducation de base devient l'acquisition de savoir-faire, savoir-être, savoir tout court pour apprendre à vivre en tant que producteur, citoyen et personne ; dans la cité éducative, l'école devient un lieu de formation parmi d'autres,

le sujet à former peut être aussi bien un être collectif qu'un sujet individuel ; les institutions de formation se multiplient. Certaines sont transformées par leur nouvel objectif et les nouvelles conditions de travail (exemple : les associations d'éducation populaire). Le concept de formation se développe, évoluant à la fois dans le sens restreint du "training" et dans le sens noble de la formation de la personnalité. Les institutions d'éducation permanente deviennent un système de seconde chance. Actuellement, l'éducation permanente semble être dominée par le monde économique et social. Selon la crainte exprimée par le Professeur Suchodolsky, de Varsovie, l'individu alors court-il le risque d'être pris en charge par le Pouvoir de sa naissance à sa mort, sans être à même de conquérir jamais sa liberté, en dépit des espoirs mis sur l'éducation permanente ?

L'analyse institutionnelle de l'éducation permanente suscita des prises de position différentes : les uns y virent une possibilité d'innovation. D'autres, au contraire, pensèrent qu'elle ne transformerait rien vraiment, mais élargirait plutôt ce qui existe, en raison du comportement des formateurs. Il faudrait une plus grande participation de la communauté et orienter les éléments existants vers un autre développement.

Le troisième groupe distingua plusieurs points de réflexion pour reconstruire une éducation permanente :

- les institutions d'éducation permanente formelles ou informelles détruisent-elles ou, au contraire, favorisent-elles la vie locale ?
- les problèmes concrets de l'existence deviennent objets de réflexion pour l'éducation permanente. Comment envisager une éducation permanente à partir de la vie concrète d'un public ?
- l'éducation permanente doit toucher un public élargi, souvent refusé par les institutions officielles, public avec lequel, seule l'approche locale permet d'entrer en contact. L'éducation se ferait donc à la base, avec l'appui des associations de base.
- nécessité d'une pédagogie nouvelle pour ne pas détruire les collectivités locales se croyant souvent placées dans une condition subalterne.

Le quatrième groupe étudia les politiques éducatives à l'échelon mondial et international. Désirant éviter d'imposer une problématique européenne au débat, il a tenu compte du fait que, dans certains pays, la plus grande partie de la population scolaire vit de l'agriculture et n'est jamais allée à l'école. Ses besoins en éducation permanente sont donc différents de ceux des pays industrialisés. Dans ceux-ci la politique d'éducation permanente est centrée sur la formation continue, avec comme objectif l'amélioration de la force de travail et l'augmentation de la productivité des entreprises. Dans les pays où le secteur scolaire est encore fragile et peu développé, l'éducation permanente doit remplir des tâches qui, ailleurs, sont réservées à l'école, comme la socialisation de base dans le

cadre national. L'éducation permanente se heurte souvent à la résistance des traditions culturelles au changement (exemple : résistance qui n'est pas toujours négative des langues vernaculaires face à l'imposition d'une langue commune).

A tous les niveaux se retrouve évidemment le rapport domination-libération, à la fois dans les relations entre ces pays et à l'intérieur des pays (exemple : avantage de ceux qui possèdent bien la langue maternelle). L'analyse du système de formation de l'éducation en France a mis en évidence l'influence du patronat et de l'Etat sur le système. Peut-on d'ailleurs s'en dégager ? Tout homme, même contestant le système, fait partie en réalité de celui-ci pour lequel il est obligé de fournir une prestation.

Ce qui montre l'importance du système scolaire mis en place. Il conditionne le développement d'autres modèles. L'école primaire en est la pierre fondamentale. D'où l'importance de bien préciser ses objectifs.

Il n'y a pas un modèle unique d'éducation permanente. Celle-ci n'existe qu'à travers un contexte politico-économique, même dans les pays où l'éducation permanente n'existe qu'à l'état informel.

Dr. Michèle TOURNIER  
Rédactrice de "Education Comparée",  
périodique de l'A.F.E.C.

## TAGUNG

der Deutschen Sektion der CESE

Die Jahrestagung 1978 der Deutschen Sektion der CESE in der Bundesrepublik Deutschland fand in Verbindung mit der Tagung der Deutschen Gesellschaft für Erziehungswissenschaft (DGfE) vom 8.-10.3.78 in Tübingen statt. Die Tagung der DGfE stand unter dem Thema "Die Handlungsrelevanz erziehungswissenschaftlicher Erkenntnisse". Neben Plenarveranstaltungen fand die Hauptarbeit des Kongresses in circa 40 Arbeitsgruppen zu unterschiedlichen Themen statt. Der größere Teil der Arbeitsgruppen war von den 10 Kommissionen der DGfE vorbereitet worden.

Die Kommission für Vergleichende Erziehungswissenschaften hatte Arbeitsgruppen zu folgenden Themen gebildet : "Das international-vergleichende Argument in der bildungspolitischen Diskussion (Prof. Dr. Oskar Anweiler), "Die Bedeutung der Erziehungswissenschaft für die Lehrerausbildung - ein internationaler Vergleich" (Prof. Dr. Wolfgang Mitter), "Das Verhältnis von Bildungsforschung und Bildungsreform im internationalen Vergleich" (Prof. Dr. Detlef

Glowka), "Vergleichende Sozialisationsforschung und Familienpädagogik" (Prof. Dr. Rita Süssmuth). Kurze Berichte über die Arbeit in diesen Gruppen werden in der Nr. 3 der VE-Informationen erscheinen (zu beziehen über : Prof. Dr. Detlef Glowka, Platz der Weissen Rose, 4400 Münster).

Die Mitgliederversammlung der Kommission für Vergleichende Erziehungswissenschaft am 6. 3.78 befasste sich vor allem mit der Vorbereitung der nächsten Tagung der Kommission, die im Februar 1979 stattfinden soll. Vorgesehen ist, mit diesem Treffen einen Beitrag für die Tagung der CESE im Sommer 1979 vorzubereiten. In diesem Zusammenhang soll damit begonnen werden, die Ergebnisse der Vergleichenden Forschung in der Bundesrepublik Deutschland der letzten 15 Jahre zu sichten und den Beitrag der Vergleichenden Erziehungswissenschaft zur Lösung bildungspolitischer Probleme zu reflektieren. Wir erwarten von einer solchen Bestandsaufnahme die Anregung, uns über künftige Prioritäten Vergleichender Forschung zu verständigen.

Auf der Mitgliederversammlung wechselte der Vorsitz für die nächsten zwei Jahre an Frau Prof. Dr. Rita Süssmuth (Droste-Hülshoffstr. 1, 4040 Neuss).

Detlef Glowka.

## The Spanish Comparative Education Society

### PAST, PRESENT AND FUTURE

#### I. Foundation of the Society

The Spanish Comparative Education Society was founded at a meeting held in 1974 by a group of Professors from the Universities of Barcelona, Madrid and Valencia. Interest in this scientific area has been enhanced by international organizations such as UNESCO and IOL, which recommended at a meeting held in 1966 that Comparative Education be taught as a subject in teacher training in all countries. Increasing international relations, the mobility of teachers and students, and the use of international educational data, are reasons among others, for studying in the various stages of educational systems in depth. Only in this way can we assess the value of analogy between statistics from several countries, understand experiments and educational policy decisions within their own context, and improve international exchanges advantageous to everyone.

In addition the founding meeting reviewed the decision adopted by the World Council of Comparative Education Societies in order to admit only national societies of Comparative Education, not individual members.

The first Committee was constituted as follows :

- President : Prof. Juan Tusquets
- Secretary : Prof. Emilio Redondo
- Vice-Secretary : Prof. Justo Formentin
- Treasurer : Miss Carmen Carreras

The headquarters of the Society were established at the "Departamento de Pedagogía Comparada" of the "Consejo Superior de Investigaciones Científicas" in Barcelona.

Among the activities performed by the Spanish Comparative Education Society during the period 1974-77 can be noted :

#### 1. Attendance at conferences and meetings

The Society was represented by some of its members at the second World Conference of Comparative Education Societies held in Geneva from 28th June to 2nd July in 1974 and at the seventh General Meeting of the Comparative Education Society in Europe (Sèvres, from 2nd to 6th June, 1975).

The third World Conference, held jointly with the European Societies in London from 27th June to 1st July 1977, was attended by a large group of Professors and teachers from the Spanish Universities of Barcelona, Palma de Mallorca, Tarragona y Valencia. As a result it was possible to organize a Hispanic Seminar in cooperation with comparativists from Argentina, Chile, Uruguay and Venezuela.

#### 2. Publications

Well known national and foreign scholars have contributed their works to the review "Perspectivas Pedagógicas". Comparative Education topics have always been of relevance.

The Newsletter of the World Council has published quarterly the news sent to it by our Society.

#### 3. Relations with scholars and similar societies

Researchers from foreign Universities such as Montreal, New York, Manchester, etc... have often asked for information about Spanish education problems. Help and guidance have always been given to all of them.

Madame Anne Hamori, Secretary of the World Council, has often praised the activity and efficiency of the Spanish Comparative Education Society.

#### II. The present situation

A General Meeting was held in order to elect the new Committee to review the Laws of the Society at the "Instituto de Pedagogía" of the "Consejo Superior de Investigaciones Científicas" in Madrid, on November 17th, 1977.

As a result of the election, the Committee for the period 1977-80, is now constituted as follows :

- President : Prof. Ricardo Marín
- Vice-President : Prof. Emilio Redondo
- Secretary : Prof. Justo Formentin
- Treasurer : Miss Carmen Carreras
- Archivist : Prof. Luis Sanz

#### 1. The Birth of the "Centros de Educación Comparada"

The discussion of the articles of the Laws at the General Meeting was chiefly carried out to encourage the "Centros de Educación Comparada" as centres with their own life and organization.

At the meeting of the Committee held at the headquarters of the Politechnic University of Valencia on January 28th, 1978, we discussed the strength and acitivity of the "Centros" within the Universities in which Comparative Education is now thought of as an academic discipline. It was agreed at this meeting that each "Centro" would establish its own Council, electing its Chairman and Vice-Chairman, and both would be appointed automatically as members of the Committee of the Spanish Society.

The following Centres have now been established in accordance with the laws : Barcelona, La laguna, Madrid, Palma de Mallorca, Pamplona, Salamanca, Santiago, Tarragona and Valencia. The Spanish Comparative Education Society already has more than one hundred members and this number is increasing rapidly.

#### 2. The "Newsletter"

It was agreed that a Newsletter should be published to offer information to its members about the activities in Comparative Education at a national and international level. The index is as follows :

1. Editorial
2. Members (Name, Place of work, address for mailing and centre)
3. Foreign societies of Comparative Education (address)
4. Reviews
5. Books
6. Abstracts of doctoral theses and licenciado theses
7. Meetings, Seminars and Conferences
8. News from the Centres

**3. Next Conferences :**  
**National, European and World**

The Spanish Comparative Education Society is now paying particular attention to three coming Conferences :

At the national level, the First Spanish Conference of Comparative Education will be held at the headquarters of the Politechnic University of Valencia in the autumn of 1979. The theme of this Conference was discussed in a Committee meeting held at the "Instituto de Pedagogía" of the "Consejo Superior de Investigaciones Científicas" in Madrid last April 28th. The suggestion to hold the Conference on the theme "Comparative Analysis of Spanish Education" was adopted.

The Spanish Society is already preparing an extensive qualified participation in the Ninth Meeting of the Comparative Education Society in Europe with the theme "International Influences on National Educational Policies".

Likewise, programming activities and work have started for the fourth World Conference to be held in Tokyo in 1980.

The Spanish Comparative Education Society wishes to be and has to be an organization to supply information and to smooth relations between the Spanish Centres and the foreign societies and individual researchers in Comparative Education all around the world. Contacts with the Francophone Comparative Education Society and the British Section have been initiated. It hopes to improve the channels of information, relations and cooperation at every level. The Spanish Comparative Education Society is working for a better understanding among all cultural movements and is open to close cooperation to broaden international horizons through education.

Ricardo Marín

# publications

The CESE secretariat has received the following publications :

Le secrétariat de la CESE a reçu les publications suivantes :

Das CESE-Sekretariat erhielt folgende Veröffentlichungen :

KALLEN, Denis

*European Concepts of Recurrent Education*, Speech given at DIDACTA, Brussels, on April 13th. 1978.

*La Educación. Revista Interamericana de Desarrollo Educativo*, XXI, 1976-1977, No 75-77. Número Especial : Educación Integrada de Adultos — Nuevas Orientaciones.

FURTER, Pierre (Ed.)

*Thème et Variations sur l'Ethnocentrisme. Actes du colloque interdisciplinaire organisé en février 1976*, Genève, Université de Genève - Faculté de Psychologie et des Sciences de l'Education, s.d. (*Cahiers de la Section des Sciences de l'Education. Pratiques et théories*, 3).

*Les Dossiers du CERFA*, No 5, 1977. (CERFA : Centre d'Enseignement et de Recherche en formation d'Adultes, Organisme de Formation professionnelle continue de l'Université de Haute Alsace).

FURTER, Pierre

*L'INCE et la Formation technique et professionnelle au Venezuela*, Paris, Unesco, 1978 (*Expériences et Innovations en Education*, 35).

Also published in English and in Spanish.

HIGGINSON, J.H.

*Michael Sadler on Adam Smith*, 5 pp. (Offprint from : *History of Education Society Bulletin*, Spring 1978, No 21 pp. 39-43).

KUCHENBECKER, Detlef

*Naturwissenschaftlicher Unterricht in der UdSSR*, Husum, Matthiesen-Verlag, 1978.

*Entwicklungstendenzen der sowjetischen Genetik. Soziale, philosophische und ethische Probleme*, Frankfurt a.M., Diagonal-Verlag, 1978.

PARKER, Franklin

*What can we learn from the schools of China?* Bloomington, Phi Delta Kappa, 1977 (Phi Delta Kappa Fastback, 89).

*World Council of Comparative Education Societies Newsletter - Bulletin du Conseil mondial des Sociétés d'Education comparée*, Genava - Genève, Vol. VI, No 1, 1978. Free of charge ; envoyé gratuitement sur simple demande.

## INSTITUT D'EDUCATION

*Youth — Education — Employment. Proceedings of an International Symposium, held at Fère-en-Tardenois (France), April 27-30, 1977*, Amsterdam, European Cultural Foundation, 1978.

# practical information

## AGENDA

### 27 mai 1978

Le Bureau de l'Association Francophone d'Education Comparée (AFEC) a organisé une première journée d'étude sur le thème de la Conférence que la CESE organisera en juin 1979.

### 2 Juni 1978

The Committee of the "Nederlandstalig Gezelschap voor de Vergelijkende Studie van Opvoeding en Onderwijs (Dutch-Speaking Comparative Education Society)" met in Utrecht.

### 8-9 June 1978

The CESE-Committee met in Geneva.

### 15-17 September 1978

The thirteenth annual conference of the British Section will be held at the University of Edinburgh (Ewin House, Pollock Hall) from September 15 to 17, 1978. The theme is : "Education in multicultural societies".

For more details, please write to :

Mr. T. Steward / Mr. T. Corner  
Conference Organisers  
Departments of Educational Studies  
University of Edinburgh  
10 Buccleuch Place  
Edinburgh EH8 9JT

### June 1979

CESE Conference in Valencia. Theme : "The Influence of International Educational Research on National Educational Policies".

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## COTISATION ANNUELLE

Les membres de la CESE sont priés de payer leur cotisation pour 1978 (4 £ ou 250 Fb).

Lors de la conférence à Londres en 1977, l'Assemblée Générale a décidé que les cotisations annuelles s'élèveraient en 1979 à 10 £ ou 650 Fb.

En attendant, les membres sont invités à verser, sur base volontaire, les 650 Fb au compte suivant :

Banque Bruxelles-Lambert :  
310-0065613-30

La CESE a besoin de votre aide pour pouvoir développer et renforcer ses activités et ses services.

Merci d'avance pour votre coopération.

## JAHRESBEITRAG 1978

CESE Mitglieder werden gebeten, ihren Jahresbeitrag für 1978 (4 £ oder 250 Bfrs) zu begleichen.

Während der Londoner Konferenz 1977 gab die Vollversammlung bekannt, dass ab 1979 die Beiträge auf 10 £ oder 650 Bfrs erhöht werden.

In der Zwischenzeit, werden die Mitglieder gebeten, 650 Bfrs auf freiwilliger Basis auf folgendes Konto zu überweisen :

Banque Bruxelles-Lambert :  
310-0065613-30

Wir brauchen Ihre Unterstützung um die Aktivitäten und Dienste des CESE zu verstärken.

Besten Dank im voraus für Ihr Entgegenkommen.

## ANNUAL SUBSCRIPTION 1978

Members of CESE are requested to pay their subscription for 1978 (four Pounds or 250 Belgian francs).

At the 1977 Conference in London the General Assembly agreed that the annual subscription should be increased to ten Pounds or 650 Belgian francs in 1979.

In the meantime members are invited to pay 650 BF on a voluntary basis to the CESE account :

Banque Bruxelles-Lambert  
310-0065613-30

CESE needs your support to be able to develop and strengthen its activities and services.

Thanking you in advance for your co-operation.

## CHANGE OF ADDRESS

If you change your address or your academic title, you are kindly requested to inform the Secretariat in Brussels. Many thanks.

## ANSCHRIFT ÄNDERUNG

Mitglieder, die ihren Wohnplatz wechseln, oder andere akademische Titel erhalten, werden gebeten, dies gegebenenfalls dem Sekretariat in Brüssel mitzuteilen.  
Besten Dank.

## CHANGEMENT D'ADRESSE

Les membres sont priés d'informer le Secrétariat à Bruxelles de tout changement survenant dans leur adresse ou dans leur titre académique.  
Merci d'avance.

## **EEC**

### **JOINT STUDY PROGRAMME**

#### **EEC GRANTS**

#### **FOR PROMOTING**

#### **JOINT PROGRAMMES OF STUDY**

On behalf of the EEC Commission, the Institute of Education of the European Cultural Foundation in Paris announces that applications are now invited for support in the 1978/1979 academic year under the Commission's scheme for promoting "Joint Programmes of Study" between institutions of higher education.

Some 54 such joint programmes, involving 127 institutions, have been supported since the scheme was introduced by the EEC within the framework of its Action Programme two years ago. The scheme is open to all subjects: those financed so far include such widely differing fields as anaesthesia and archaeology, dentistry and design.

Course of at least three month's duration, jointly planned and provided by any recognized type of higher education institution in two or more Member States, will be eligible for a grant, though in practice the degree of "jointness" may vary widely. In some cases it may involve students' spending a recognized part of their studies abroad; in others, members of staff from a foreign institution may come to teach a course segment; in others again, the content of the course may merely be related to the theme of developing the EEC.

The grants to be awarded are intended to cover travel, subsistence and organizational expenses incurred in developing or evaluating joint programmes, as well as for the production of teaching material. In some cases, projects already financed may receive further payment.

The level of grant will normally be in the order of 4000 European units of account (FB/FLux 164,000; DM 10,760; HFI 11,240; £Sterling/Irish 2,600; Lire 3,940,000; DKr 26,400; FF 22,200) per programme, and it is hoped that some 75 will be able to be financed this year.

Further details on the scheme may be obtained from

**Mr. Alan Smith**

at the Institute of Education of the  
European Cultural Foundation  
Université de Paris IX (Dauphine)

1, place du Maréchal de Lattre de Tassigny  
75116 Paris

Tel. 727.06.41 or 505.14.10

(extension 3000/3003/3006),

which is now assisting the Commission in the scheme's management.

Closing date for applications is 15 September 1978.

#### **CESE SECRETARIAT**

60, rue de la Concorde  
B - 1050 BRUXELLES

Tel. : 02/512.81.25 - 02/512.17.33

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or Prof. H. VAN DAELE

Tel. : 091/23.59.56