

CESE

- IMPRIME -
NEWSLETTER 22

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

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Immediate Past President	Wolfgang Mitter, Frankfurt a.M.
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A Happy New Year
Ein gutes Neues Jahr
Bonne Année
Gelukkig Nieuwjaar
Próspero Año Nuevo
Fecile Anno Nuovo
Gott Nytt Ar



JANUARY 1987

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Minutes of the General Assembly held in Garda on October 6, 1986

About 35 CESE members are present. About 10 conference participants, non-members of CESE, are also present.

The CESE President, J. -L. Garcia Garrido, opens the General Assembly at 8.50 a.m. and welcomes members as well as non-members.

1. Minutes of the General Assembly

The minutes of the General Assembly held in Antwerp on July 5, 1985, and published in issue No 19 of the CESE Newsletter (November 1985, pp. 3-4), are accepted without comments.

2. President's report

J. -L. Garcia Garrido expresses words of thanks to all who contributed to the success of the 12th CESE Conference in Antwerp. Thanks are expressed to Marc Vansteenkiste and Henk Van daele for preparing and editing the Proceedings of the 12th CESE Conference: *The Impact of Technology on Society and Education* (Antwerp, 1986). On behalf of the Executive Committee the President proposes that the following pioneers of comparative education be nominated as honorary members of CESE: E. King, H. Higginson, G. Hausmann, R. Plancke, M. Pęcherski, and L. Cerych. The proposal is unanimously accepted (warm applause).

3. Future CESE Conferences

At the General Assembly held in Antwerp on July 5, 1985, the proposal of the Hungarian colleagues to organize the 13th CESE Conference in Budapest in 1988 was whole-heartedly accepted. Dr. M. Illés comments on the preparation done so far. The 13th CESE Conference will take place at the Budapest Congress Centre from June 27 till July 1, 1988. The overall theme will be "Aims of education and development of personality: comparative aspects" - "Finalités de l'éducation et développement de la personne: études comparatives" - "Bildungsziele und Persönlichkeitsentwicklung: Vergleichende Aspekte".

As usual, several plenary speakers will be invited and about six working groups are planned. If possible, all participants will be staying in the same hotel at a moderate price in order to facilitate the organization of the Conference. Conference fees will differ for CESE members and non-members: fees for students will be low. Thanks are expressed to Dr. M. Illés and the Hungarian colleagues. (warm applause).

The Spanish Society of Comparative Education is, eventually, willing to organize the 14th CESE Conference in the South of Spain in 1990.

4. Secretary-Treasurers' report

H. Van daele comments on the financial situation of CESE during 1985. Thanks to the fact that the Antwerp Conference was a success, the financial situation of CESE is sound. But as CESE has no other income than the membership fees, our Society is financially very vulnerable. The Secretary-Treasurer proposes to keep the fee at 20 ECU (or ± 900 BF) in 1987, and 10 ECU (or ± 450 BF) for students.

Auditing: A. Gonzales Hernandez and J. Schriewer were asked to act as auditors. Schriewer reports on the auditing of CESE's accounts of 1985. The auditors have checked the figures and found them in accordance with the 1985 balance. The 1985 balance is accepted and the General Assembly expresses its thanks to the Secretary-Treasurer.

J. -L. Garcia Garrido also thanks the two auditors.

5. Election of the new Executive Committee

As usual, an election committee met in order to discuss the results of the nomination procedure. It was composed as follows: M. Sutherland, Marin, Borghi, Röhrs, Suchodolski.

Prof. Sutherland is pleased to announce that there is a strong consensus. Therefore the election committee proposes: as CESE president: J. -L. Garcia Garrido; as vice-presidents: J. Branger and M. Laeng; as members: A. -M. Goguel

and G. Neave.

The proposed candidates are unanimously elected. (warm applause).

6. Other business

Several members think that some aspects of the organization of the Garda Conference are less satisfactory. Other members point out that this is a special conference, not to be compared with the usual CESE conferences. We should also keep in mind that the Italian colleagues had only one year for the preparation. Therefore thanks are expressed to the organizing committee of the Special Anniversary Conference.

Warm thanks are expressed to Dr. H. Higginson. The copies of **Selections from Michael Sadler. Studies in World Citizenship** are appreciated by all participants.

Several members express the hope that the 1988 Conference in Budapest will be a success. The theme - accepted by the General Assembly in Antwerp in 1985 - could attract participants from East and West, and also from the Third World.

Douglas Ray (Canada) is pleased to participate in the Garda Conference. He stresses the fine working relationship between CIESC and CESE.

M. Debeauvais and R. Ryba comment on the preparation of the 1987 World Conference in Brazil. Ryba invites those colleagues who want additional information to write him.

Garcia Garrido has words of thanks for the organizing committee of the Special Anniversary Conference. He invites all members to the 1988 Conference in Budapest.

The General Assembly is closed at 9.50 a.m.

Henk Van daele

Laudatio Ladislav Cerych Concernens.

Comparative Education is a broad church, drawing upon many disciplines intellectual perspectives. How individual scholars come to our Republic of Letters is often as fascinating as the perspectives they bring with them. Grosso modo, there can be said to be two broad roads to Rome. The first finds its origins in a personal commitment and interest that have matured in an international setting. This, one might say, is the tradition incarnated in such figures as George Bereday and Joseph Lauweyrs. The second route is one in which individuals interests have developed primarily in a particular nation setting and subsequently extended themselves cross nationally. Ladislav Cerych falls foursquare in the first.

Ladislav Cerych, Director of the European Institute of Education and Social Policy in Paris, followed an old and honoured tradition of the peregrinatio studii, having studied at Prague, Geneva and the Collège d'Europe at Bruges where he was amongst the first promotions to graduate from that establishment. Later, he returned to his alma mater as Director of Research.

Cerych's road to Comparative Higher Education began in the field of sociology, more particularly the sociology of decolonialisation which he defended for his doctoral thesis at Geneva in 1958. From there to the problems of education in developing coun-

tries was but a short step. And from education in general to higher education more specifically was another, largely as a result of his heading the Higher Education Section of OECD until 1974.

Until the mid Sixties, comparative higher education can scarcely be said to have existed as an identifiable field. Cerych's major contribution amongst many lies precisely in being part of that small group of people who brought it into being. In 1970 and 1971, the OECD published a statistical survey of higher education's development for all Western European countries from 1951 onwards. This monumental work set down the basic system of classification and analysis for 'student flow studies' which, still today, forms the foundation for cross national comparison with and between systems of higher education. In this enterprise, he was the main guiding light.

As Director of the European Institute of Education and Social Policy, he developed this approach further with such publications as *"Recent student flows in higher education"* (1976), *"Student flows and expenditure in higher education"* (with S. Colton and J.P. Jallade, 1981). Such a 'monitoring function' of contemporary developments in higher education from the base of an Institute independent of governments and closely linked to the scholarly community, is perhaps unique in its

genre. And, more to the point, gave rise to an analytical approach that both transcended national boundaries and rested firmly rooted in the comparative perspective.

The problems facing higher education change, however. A field that began with questions posed about access and equality of opportunity has evolved since into several directions: links between university and the labour market, the impact of new technologies, the way in which reform itself is perceived and implemented have now emerged as the concerns of the hour. As a policy analyst dedicated to upholding the comparative perspective, Cerych work has now moved firmly towards the qualitative dimensions of higher education and none clearer than in his latest work, co authored with Paul Sabatier *"Great Expectations: the implementation of higher education reform"*. (Trentham Press, Stoke on Trent, England).

If one had to sum up Cerych's contribution to the field of Comparative Education, it would, I think, be right to say that he has been foremost in moving it from the stage of Vergleichende Erziehungswissenschaft to the third stage in its development - that of Comparative policy analysis in education. Changes in paradigm and perspective are no less important than changes in methodology.

Guy Neave

Professor Dr. Gottfried Hausmann

Gottfried Hausmann was born at Düren (Rhineland) on September 18th, 1906. Having attended elementary school and gymnasium (upper secondary school) in his hometown and the Pedagogical Academy at Frankfurt he was an elementary school teacher from 1929 to 1933. At the same time he studied philosophy, psychology, pedagogy and history of arts at the Universities of Frankfurt and Giessen where in 1933 he graduated in philosophy. In the following years he taught at the Staedtische Frauenarbeitsschule (Municipal Women's Social Work School) at Mainz. During the Second World War he did sanitary service in the German Army; from 1945 to 1946 he was a prisoner-of-war.

From 1947 to 1974 he was actively involved in an academic career which led him from assistant's and lecturer's

positions to full professorship at Hamburg University (from 1961). In the first half of the fifties his academic career was connected with leading functions in the Department of Education in the Broadcasting Company of Hessen (at Frankfurt). Special mention should be also made about his five years' activity as Visiting Professor at Ankara University. Since 1974 he has been professor emeritus.

Gottfried Hausmann was engaged in many commissions dealing with education policy. He has also fulfilled various functions in scientific and teachers' associations. He was one of the founding fathers of the Comparative Education Society in Europe and the first Chairman of its German Section in the Federal Republic of Germany (from 1961 to 1965). He has been a member of the German Commission for UNESCO

since 1962, especially engaged in the activities of its Education Committee.

Gottfried Hausmann's list of publications abounds in books and articles dealing with various topics in the areas of education, philosophy and psychology. As Professor of Education at Hamburg University he was one of the leading promoters of the discipline in the Federal Republic of Germany. As a professor emeritus he has not given up his scholarly activities. On the contrary, he has taken an active part in the recent development of the UNESCO Institute for Education at Hamburg where he, among other activities, has "returned" to the Editorial Board of the *'International Review of Education'*, namely to a function which he had held during the sixties already.

Wolfgang Mitter

Dr J.H. (Harry) Higginson

It would be difficult to find anyone in Britain who has been so generous in support of comparative education, and especially of the careers of succeeding generations of colleagues, as Harry Higginson has been. Such generosity has been a hallmark of Dr Higginson's retirement, ten years to date, during which period Harry has worked tirelessly to put back into education something of the vitality and curiosity that he clearly derived from it during a long and distinguished career. Indeed it would probably be no exaggeration to say that Harry Higginson is fascinated by the educational process in 1986 as when, in selecting the following keynote quotation for the title page of his first book, he saw:

"Education as a great adventure, as an adventure which makes life infinitely more attracting and exciting..." (The Markham Report)

Harry Higginson's first book was titled: **'Great Adventure - Pioneer Studies for Action in Education'**. It was co-authored with his wife Nancy, and this brings to mind another great feature of Harry's approach to both scholarship and educational development, namely cooperation and collaboration. Much of his subsequent career carried forward the pioneering and active sentiments of his first post-war appointment as an adult education tutor in north-west Lancashire in that he was always keen to assist new developments and new institutions.

Following his graduation in 1932 and teacher training diploma in 1933, Harry Higginson embarked on his lifelong career of 'educator' as a schoolmaster, and just before the second world war gained some experience of teacher education as a tutor at Goldsmith's College in London. After the war, and the aforementioned period in adult education he returned to teacher education and became a senior lecturer in the newly formed University of Leeds Institute of Education and Warden of Sadler Hall, which was named after a former Vice-Chancellor of Leeds University, Sir Michael Sadler. Institutes of Education were being set up in many English universities at that time, following the recommendations of the McNair Report, whereby each such institution was the focus of an 'Area Training Organisation'. This was a period of

great hope as many ex-servicemen and women sought constructive careers in social reconstruction through teaching. Harry Higginson undertook the task of assisting this crucial development, and through his wardenship of Sadler Hall began a wider role in international fellowship and scholarship that was to be the hallmark of his later work. But first, the pioneer in him rallied to the needs of a new and challenging development in English education, that of non-selective secondary education, as the first headmaster of a new County High School in Nottingham. Here again, he brought an international dimension to a new institution through overseas links, including the naming of one of the houses after Makarenko! In the 1960s there came a massive expansion of teacher education and this called to Harry's initiating spirit once more. He became the first Head of Educational Studies at the newly formed Christ Church College, Canterbury, a post which he held until his retirement in 1976.

But Harry Higginson has never been a retiring man. Throughout his teaching career in schools, colleges, universities and adult education he has been an enthusiastic and influential developer of organisations and networks in both the history of education and comparative education. His was a pioneer role in the establishment of the **Comparative Education Society in Europe** and its UK component which is now known as the British Comparative and International Education Society. In addition to tireless support of both CESE and BCIES, Harry has been an active member of the History of Education Society and of **The International Standing Conference for the History of Education**, and is an Alumnus of the **American Seminar of Salzburg**.

In the field of education, and teacher education in particular the ideal is to effect a marriage between theory and practice. It is abundantly clear from the profile above that Harry Higginson's career has been characterised by a commitment to involvement in the issues of the day, and to assisting the generation and maintenance of cooperation between colleagues, nationally and internationally. Such a splendid record of active participation should not lead us to overlook the fact that Harry is, and has long been a proli-

fic writer. As well as being a marvellous correspondent, writing innumerable letters of encouragement and information to colleagues throughout Europe and beyond, he has always had a sharp eye for opportunities to rectify errors, or promote the cause of education, in the academic and wider press. In terms of scholarly publications Harry Higginson's prodigious output of highly respected papers, articles and books is one of the very best in our field, and alas, far too extensive to be listed here. One must, on this occasion however, be sure to mention those works that mark the stages of his career and have made a special contribution. The selection that follows is taken from the last twenty years only, during half of which Harry has been in so-called 'retirement'!

- 1966 'Austrian Adventure' in: Otto Hietsch (Ed), **Osterreich und die Angelsächsische**.
- 1969 **Changing Thought in Primary and Secondary Education** (Macmillan- reprinted in 1974).
- 1979 **Selections from Michael Sadler: Studies in World Citizenship** (Ed) with a foreword by Lord Asa Briggs (Dejee and Mayorre)
- 1981 **Michael Sadler's American Studies**: (paper presented for the UK Alumni Association of the American Seminar of Salzburg, Penbroke College, Oxford).
- 1981 'Entwicklungslinien der Bildungspolitik in England 1945-1980' in: A. Korner and F. Seidenfaden (Eds), Band I: **Bildungspolitik in Norwegen und England**
- 1981 'Political or Educational Advance through Secondary Reorganisation?' in: Patricia Broadfoot, Colin Brock and Witold Tulasiewicz (Eds), **Politics and Educational Change**, (Croom Helm).
- 1982 **The Dame School in England** (paper presented to the International Standing Conference for the History of Education (Budapest)
- 1983 **Tom Paine: the English Voltaire** (paper presented to an ISCHE Conference on **The Enlightenment in Europe** (Wolfenbüttel)
- 1984 'Dependence or Interdependence in Higher Education: comments on the 1917 Calcutta

- University Commission', in: Keith Watson (Ed), **Dependence and Interdependence in Education**, (Croom Helm)
- 1984 **START: Englische für die 3 Klasse der Volksschulen, Englische Dialoge un Reine, und Englische Lieder**, (cassettes and booklets prepared in cooperation with Regierungsinspektor G. Wawrouch -Überreuter, Schulbuchverlag, Wien G)
- 1985 'An English Education for England', in: Keith Watson and Raymond Wilson (Eds), **Contemporary Issues in Comparative Education**, (Croom Helm)
- 1986 'H.G. Wells: Son of the Silent Social Revolution' (paper presented to an International Symposium at Imperial College, London)

1986 **A School is Born**, (The Book Guild)

The last named volume, so very recently published, for me serves to epitomise the life and work of Harry Higginson. It is the story of how he founded a new secondary school, having left a secure and senior university appointment to do so, and describes in Part II (six chapters) how living links were established in Africa, India, South East and Far Eastern Asia, Europe, U.S.S.R. and U.S.A. This part of the book is titled '**Applied Comparative Education**'.

So on behalf of all his former pupils, students, colleagues and friends, and in particular the members of the Comparative Education Society in Europe, it is my

honour and pleasure to put on record our utmost regard for, and gratitude to, Dr Harry Higginson for his lifetime service to humanity and especially to mutual and international fraternity. I am confident that I speak for all who have known him when I refer to him, by borrowing Harry Ree's phrase, as an 'Educator Extraordinary'. Harry Higginson never held a chair of Education - he was too generous with his time for that - but he should have done. He was and is a splendid 'Fellow' in whom we have an exemplar of theory and practice personified. Let us all hope that Harry Higginson's 'great adventure' continues for many years. It has already been an inspiration to us all.

Colin Brock

Professor Edmund King

Members of CESE hardly need an introduction to one of the newest Honorary Members, Professor Emeritus Edmund King. Edmund was a member of the Society before most of us joined it - he was a Founder Member and even the most recent recruits to the Society will have seen Edmund on the platform as Committee Member and lately as a Vice-President of the Society during the meetings of the last half decade.

It is hardly to be expected, of course, that the author of "Other Schools and Ours" would be unknown in any part of the world where comparative education is studied. "Other Schools and Ours" is one of the classic textbooks of comparative education - a classic in its own lifetime, a lifetime which so far has stretched into five editions and a text which has been translated into Spanish, Italian, Japanese and Chinese. The qualities of the text include some of the qualities of our new Honorary member: enthusiasm for and a fascination with the cultural variations of our world, a delight in understanding the differences between education systems and a kindness and empathy for those differences. The comparative education which that book offers is comparative educa-

tion as a calling, as a life work, as pleasure and work combined. It is the existential and exuberant quality of the book and the delight in the specific and detailed which accounts for what seems to be its permanent popularity. That same exuberance, that same delight in comparative education has made the author one of the most liked members of CESE.

Edmund's forty year commitment to comparative education has also been marked by a steady stream of publication: a dozen books which he himself has written - the latest one published in 1986 - and at least three other volumes which he has researched and edited with others. Edmund was, for three years, Director of empirical comparative research into educating and training young adults between the ages of 16-20, and more recently he has been pre-occupied with a WCCES research programme of international research on the world wide problems of education for the 16-25 age group in the perspective of technological change. This remarkable output of work has continued despite overseas attachments to a wide range of universities - in Tehran, Tokyo, Australia, the USA, including Harvard -

and consultancies in places as far apart as Puerto Rico and Yugoslavia, as well as a great deal of work on documents for UNESCO, the Council of Europe and various ministries of education.

Professor King's concern for uncertainty, newness and change has not only informed the theoretical basis of his work, it also underpins his commitment to finding the latest writing for **Comparative Education**, the journal which he has done so much to create and to edit. Certainly the journal has one of the most energetic editorial practices and coherent editorial policies among the specialist journals; with great openness has offered many young and promising scholars a first place to express their professional ideas. One suspects that Edmund's idealism and hopes for our field of study have had a great effect on the way the journal operates.

It is a fine and proper gesture that Edmund's commitment to comparative education has been in turn, recognised by the Society which he has so recently served as Vice-President. We wish him a continuation of success and achievement in his continued work within comparative education.

Bob Cowen

Le Professeur Robert Plancke

Le professeur Robert (Léon René) Plancke est né à Bruges (Belgique) en 1911. Il a fait ses études supérieures à l'Université de l'Etat à Gand. Rappelons qu'en 1930, une loi instaurant la "flamandisation" intégrale de l'Université de Gand fut votée par le parlement belge: depuis 1930, le Néerlandais y remplace la langue française. Plancke a vécu ce changement de régime linguistique pendant qu'il était étudiant. Il est promu docteur en philologie classique en 1933 et il obtient une licence en sciences de l'éducation en 1939.

Plancke commence sa carrière d'enseignant dans l'enseignement secondaire comme professeur de latin et de grec. En février 1946, il est chargé de cours à l'Université de Gand. Il y enseigne l'histoire de l'éducation, à quoi s'ajoutent après quelques années la méthodologie des langues classiques, ainsi que l'éducation comparée. A partir de 1950, il est nommé professeur ordinaire.

En plus de sa charge d'enseignant, le professeur Plancke est appelé à des fonctions de gestion très importantes. Ses collègues le choisissent comme doyen de la Faculté des Lettres et plus tard comme président de l'Institut des sciences de l'éducation. En 1961, Plancke est élu vice-président du Conseil d'Administration de l'Université, fonction qu'il occupe jusqu'en 1971. Finalement, de 1971 à 1973, il occupe

le poste de vice-recteur de l'Université de l'Etat de Gand.

En coopération avec son ami et collègue le professeur Richard Verbist, Plancke organise en 1953 le premier 'Congrès international de l'enseignement universitaire des sciences pédagogiques' à Gand. C'est le début d'une longue carrière scientifique internationale. En 1955-1956, Plancke accepte une mission de l'UNESCO au Liban. Il est nommé membre de la commission nationale belge de l'UNESCO. En 1957, lors du deuxième congrès international de l'enseignement universitaire des sciences pédagogiques à Florence, Plancke devient président de l'Association internationale des Sciences de l'éducation (nommé plus tard 'Association Mondiale des Sciences de l'Education' (A.M.S.E.) - 'World Association for Educational Research' (W.A.E.R.).

Depuis le début de son professorat, Plancke joue un rôle important dans le développement de l'éducation comparée. Il est membre fondateur de la CESE, dont il organise le troisième congrès à Gand en 1967; le thème en était: 'L'université dans le système d'enseignement'. Les membres de la CESE ont beaucoup d'estime pour le travail scientifique et pour la personnalité aimable de Robert Plancke: ils le nomment membre du conseil exécutif de la CESE et, en 1971, l'élisent comme vice-président.

Parmi les publications les plus remarquables du professeur Plancke, il faut signaler *'De historische pedagogiek van België. Overzicht en bibliografie'* (1950), l'annuaire *'Paedagogica Historica'* (depuis 1961). Mentionnons aussi les articles peu connus mais intéressants traitant de l'histoire de l'éducation comparée: 'La enseñanza de la Educación Comparada en las Universidades belgas y muy especialmente en la de Gante' dans *'Perspectivas Pedagógicas'*, V, 1966, n. 17, pp. 83-86, et 'The Comparative Education Society in Europe. Ten Years of Meetings', dans *'Paedagogica Historica'*, XIII, 1973, n. 2, pp. 553-556.

Au début de l'année 1976, le professeur Robert Plancke a quitté l'Université de Gand. Le 70ème anniversaire du professeur émérite est fêté en cercle intime. Ses anciens collaborateurs et amis lui offrent un liber amicorum (K. De Clerck & H. Van daele (éd.), *'Professor R.L. Plancke 70. Getuigenissen en Bijdragen'*, Gent 1981).

Le professeur Plancke, éminent pionnier de l'éducation comparée en Belgique, a joué un rôle important au sein de la CESE. Il a donc bien mérité sa nomination de 'membre d'honneur' de notre organisation.

Henk Van daele

Professor Dr. Mieczysław Pęcherski

Mieczysław Pęcherski was born on January 9th, 1908. From 1925 to 1931 he studied Polish philology at Warsaw University. In the thirties he was a lyceum (upper secondary school) teacher at Białyłstok where he, at the same time, was Head of the Methodical Centre for Polish Language Teachers. During the years of Nazi occupation he taught in the underground education system. In the first post-war he held high ranks (as 'visitor' and 'curator') in the school administration of the district of Poznań.

From 1951 to 1965 his career was continued in the Institute of Educational Research at Warsaw where he fulfilled the functions of Head of Department, Vice-Director and, finally, Director. For

the last period of his wide career he 'returned' to his academic starting place, the Warsaw University, as Professor of Education and Head of the Chair of School Management and Comparative Education. Since 1978 he has been professor emeritus, having continued to teach and to tutor doctoral studies until today.

From 1953 to 1970 he was Scientific Secretary of the Committee of Pedagogical Sciences in the Polish Academy of Sciences. Since 1981 he has been Vice-President of the Polish Pedagogical Society, and in October 1986 he was awarded the title of 'Distinguished Teacher of the People's Republic of Poland'. His membership in CESE dates back to the beginning of the seventies.

Mieczysław Pęcherski's scholarly work comprises a considerable number of books and articles which bear witness of his wide range of interests and competences. His comparative studies deal with issues of educational reform in several European countries with special regard to organisation and management problems. Moreover, his command of comparative approaches and methods has made him an excellent interpreter of his country's education system to foreign educationists which has come to light in particular in his publications in German and English. His recent studies have been devoted to the changes which the Polish education system has to cope with at present.

Wolfgang Mitter

PERSONALIA

Garcia Garrido et Mitter

Il a plu à Sa Majesté le Roi Baudouin de conférer la décoration de Chevalier de l'Ordre de Léopold II à

- José Luis Garcia Garrido, professeur, Madrid, Président de la CESE, et à
- Wolfgang Mitter, professeur, Frankfurt a.M., Ex-Président de la CESE, en reconnaissance des services rendus (Arrêté Royal du 3 octobre 1986).

Félicitations!

W.W. Brickman died

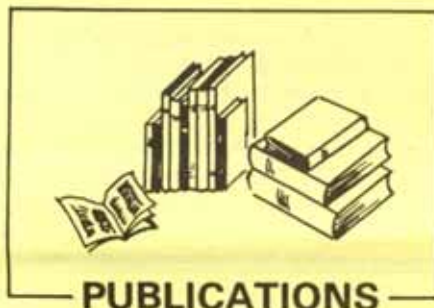
It is with deep regret that we announce the death of William Wolfgang (= Bill) Brickman. Born in New York in 1913, Brickman died June 22, 1986 in a Philadelphia hospital.

Brickman left a rich legacy of significant publications in the field of comparative and international education. (cf. : E. Sherman Swing : The Legacy of William W. Brickman (1913-1986), in **Western European Education**, XVIII, 1986, n. 3, pp. 3-6. Franklin Parker, In Memoriam W.W. Brickman, 1913-1986, in **CIES Newsletter**, n. 81, October 1986, p. 2).

Pierre Furter

Notre collègue Pierre Furter, professeur à l'Université de Genève, vient d'être élu président de la Société Suisse pour la Recherche en Education (SSRE).

Félicitations!



The CESE Secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes :

Das CESE Sekretariat erhielt folgende Publikationen:

VAN DAELE, Henk & VANSTEENKISTE, Marc (Edit.), **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. Proceedings of the 12th CESE Congress**, Antwerpen, U.I.A. - Brussels, CESE, 1986.

WIELEMANS, Willy (Edit.), **Vernieuwingen in het secundair onderwijs. Een Europese situering. Opgedragen aan Prof. Em. Dr. C.C. De Keyser**, Leuven-Amersfoort, ACCO, 1986.

BUSCH, Friedrich W. & GLOWKA, Detlef (Hrsg.), **Die Schule und die Perspektiven unsere Kultur. Beiträge eines deutsch-polnischen Expertenseminars. Siegfried Baske zum 60. Geburtstag**, Oldenburg, Universität Oldenburg, 1986.

DILGER, Bernhard, KUEBART, Friedrich & SCHAFFER, Hans-Peter, **Vergleichende Bildungsforschung. DDR, Osteuropa und interkulturelle Perspektiven. Festschrift für Oskar Anweiler zum 60. Geburtstag**, Berlin, Berlin Verlag Arno Spitz, 1986.

Verzeichnis der Veröffentlichungen zur Vergleichenden Erziehungswissenschaft und Bildungsforschung, Marburg, Forschungsstelle für Vergleichende Erziehungswissenschaft Philipps-Universität Marburg, 1986.

RÖHRS, Hermann (Hrsg.), **Die Schulen der Reformpädagogik heute, Handbuch reformpädagogischer Schulideen und Schulwirklichkeit**, Düsseldorf, Schwann, 1986.

Newsletter. European Cultural Foundation, Amsterdam, 1986, IX, n. 2

SEFI News, Brussels, 1986, May 1986, n. 22

Ecole & Paix, Genève, 1986, XIX, n. 2.

Enseignement supérieur en Europe - Higher Education in Europe, Bucarest, 1985, X, n. 2, n. 3, n. 4.

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4 — 8 January 1987

Third International Conference on Thinking.

Information: Social Science Research Institute, University of Hawaii, 2424 Maile Way, Honolulu, Hawaii 96822, U.S.A.

12 — 15 March 1987

Annual Meeting of the Comparative and International Education Society, in Washington D.C.

Information: Peter Hackett, Department of Educational Studies, 294 Rufner Hall, The University of Virginia,

405 Emmet Street, Charlottesville, VA 22903, U.S.A.

29 June — 2 July 1987

13th International Conference on Improving University Teaching, in Haifa, Israel.

Information: The University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742, U.S.A.

29 June — 2 July 1987

Annual Conference of SEFI in Helsinki. Theme: 'Interdisciplinarity in Engineering Education'.

Information: Paul, A. Wuori, Helsinki University of Technology, Otakaari 4, 02150 Espoo, Finland.

6 — 10 July 1987

Vith World Conference of Comparative Education, Rio de Janeiro, Brazil.

20 — 24 July 1987

34th World Assembly of the International Council on Education for Teaching, in Eindhoven, The Netherlands.

Information: ICET, One Dupont Circle, Suite 616, Washington D.C. 20036, U.S.A.

6 — 8 December 1987

International Congress of Communication and Cognition, at Ghent, Belgium.

Information: Communication and Cognition, Blandijnberg 2, 9000 Gent, Belgium.

10 — 16 Juillet 1988

7e Congrès mondial de la Fédération internationale des professeurs de Français, à Thessalonique, Grèce. Thème: 'Le Français pour demain'.

Information: F.I.P.F., 1 avenue Léon Journault, 92310 Sèvres, France.

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