

CESE

- IMPRIME -

NEWSLETTER 24

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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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13th CESE Conference Budapest (Hungary)

**Aims of education and
development of
personality :
comparative aspects.**

June 27-July 1, 1988

OCTOBER 1987

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Recent Developments of Comparative Education in Spain

During the past years, Comparative Education in Spain has been a field of growing interest. The *Sociedad Española de Pedagogía Comparada* (Spanish Society of Comparative Education), member of the World Council of Comparative Education Societies, and whose president is Prof. Dr. Ricardo Marín Ibáñez, held two Conferences between 1984 and 1987. The first one was in Granada in December, 1984. Its theme was secondary education: the contribution of Comparative Education. The second one was held recently - in April 1987, in Marbella (Málaga). There, the present status of university education in Spain was discussed and compared to that of foreign countries, mainly from Western Europe. Some distinguished members of the CESE attended that meeting, namely Prof. Dr. Joop D.C. Branger, Prof. Dr. Anne-Marie Goguel, Prof. Dr. Guy Neave and Prof. Dr. Henk Van daele, contributing greatly to clarify the ongoing debates on Spanish higher education in the light of different experiences from Western European countries.

Education in the EEC countries has also been discussed in other meetings sponsored by different centers attached to

the Spanish Society of Comparative Education, which has a decentralized structure. For example, the Center of Comparative Education at the *Universidad Nacional de Educación a Distancia* (National University of Distance Education, Madrid), whose director is Prof. Dr. José Luis García Garrido, held an International Colloquium on that topic in November, 1985. Presently, that center is preparing another Colloquium, this time on East-West relationships in Education, to be held during the 1987-88 academic year.

But the life of Spanish Comparative Education can also be seen by examining the latest publications in this field. For instance, the remarkable contribution by Prof. Dr. Juan Tusquets, *Tarzán contra Robot* (Barcelona, Oikos-Tau, 1985), which gives further explanations of his thesis on the development of education in modern and traditional societies. *Primary Education on the Threshold of the XXth. Century* (Geneva, IBE/UNESCO, 1987), published simultaneously in English and French, is the most recent comparative study by Prof. García Garrido, examining the contributions made to the international Conference on Education held in Geneva

two years ago. Prof. Dr. Francesc Pedró has also published a study on the Spanish pioneers in Comparative Education in the XIXth. century whose title is *Los precursores españoles de la Educación Comparada* (Madrid, Ministerio de Educación y Ciencia, 1987) as well as a selection of fragments of their works (Madrid, Universidad Nacional de Educación a Distancia, 1987); both books are indebted to his doctoral dissertation directed by Prof. García Garrido. Other recent publications in this field include: J. Gómez Anleo, *El sistema educativo español* (The Spanish Educational System, Madrid, I.E.E., 1985), a general overview of the Spanish educational system and its main problems; J. Fernández Enguita, *Integrar o Segregar. La enseñanza secundaria en los países industrializados* (Secondary Education in Industrialized Countries, Barcelona, Laia, 1985), a report submitted to the Spanish Ministry of Education; and P. Benejam, *La formación del profesorado* (Teacher Training, Barcelona, Laia, 1986), also the outcome of a doctoral dissertation directed by Prof. García Garrido.

Dr. Francesc Pedró

9th International Standing Conference for the History of Education

Janus Pannonius University, Pécs, Hungary
31st August-3rd September, 1987

It is no exaggeration to record that this Conference, from the moment when some 160 members were first welcomed by the tireless President, Prof. Dr. Sándor Komlósi, to the closing plenary session chaired by Prof. Dr. Ottó Vág, was an outstanding achievement.

The keynote for the Conference was set in the opening address by Dr. James Lynch. He gave a masterly synthesis from the three volumes of papers submitted by members, focusing the significances relevant to the main theme of the Conference: *The History of International Relations in Education*.

Six seminar groups were established, and an experiment in co-chairmanship was tried out. The topics of the six groups were:

1. Reception and influence of foreign educational theories in different countries up to the middle of the 19th century.
2. Reception and influence of foreign

educational theories in different countries since the middle of the 19th century.

3. Adaptation of foreign educational systems, methods, and structures, up to the end of the 19th century.

4. Adaptation of foreign educational systems, methods, and structures in the 20th century.

5. History of international educational organisations and of organised international contacts in education up to 1945.

6. History of international educational organisations and of organised international contacts in education since 1945.

In editing the three volumes of Conference papers Prof. Dr. Sándor Komlósi wrote:

"After all, there is only one sort of mankind living all over the world, and in our profession, strong emphasis must be placed on knowing each other, and we have to tolerate and understand each other's efforts, solutions in our theories and educational practice as well".

Under his direction this "strong emphasis" was brilliantly reflected in the various seminars.

The exchange of information and discussion was set in a lively social background. This included a congenial Reception in the Aula; a picturesque folklore evening when members were initiated into Hungarian folk dancing; visits to the Wine Museum at Villány for wine tasting (very popular) and an open air sculpture park in a quarry; and at a horse show at Uszög-puszta members enjoyed whirling around the arena in traditional horse-drawn carriages.

Throughout the Conference the Hungarian hospitality and friendliness were superb, and at the final general meeting interesting proposals were made for further cooperation between historians of education and comparativists.

Dr. J.H. Higginson

Hungarian Perspectives

Members hoping to attend the 13th CESE Conference in Budapest in 1988 would find an annual publication, **PEDAGÓGIAI SZEMLE**, informative and of great interest to comparative educationists. This journal is published in English and in Russian, and it is a selection of the studies in education from the monthly publication of the Hungarian Pedagogical Review.

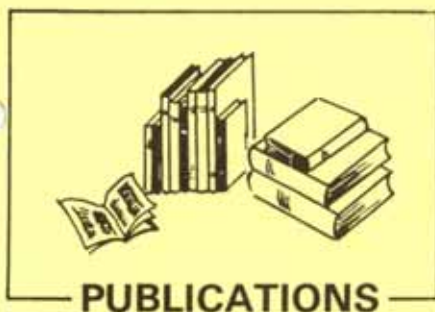
A glance at the current issue will illustrate the scope of this anthology. It is divided into seven sections as follows:

- Modernization of curricula: development in education.
- On school discipline.
- Experiments - Projects - Results.
- A debate on educational experiments.
- Studies on questions of education.
- History of education - Traditions.
- The Hungarian school system - International relations.

Exploring through these pages gives an excellent orientation for the CESE conference in Hungary.

The Editor of this anthology includes an invitation to any readers or researchers and writes: "We should appreciate new pedagogical books and monthlies to be sent to our office". The address, from which copies of this anthology can be obtained, is: **Pedagógiai Szemle**, Budapest VII, 1071 Gorkij fasor 17-21, Hungary.

Dr. J.H. Higginson



The CESE Secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes:

Das CESE Sekretariat erhielt folgende Publikationen:

CASTILLEJO, José Luis, **Pedagogia Tecnológica**, Barcelona, CEAC, 1987.

ESCAMEZ SANCHEZ, Juan & ORTEGA RUIZ, Pedro, **La enseñanza de actitudes y valores**, Valencia, NAU, 1986.

CASTILLEJO, e.a., **Technologia y educación**, Barcelona, CEAC, 1986.

FÖLLING-ALBERS, Maria, **Die Einheit von Leben und Lernen in der Kibbutz-Erziehung**, Köln-Wien, Böhlau, 1987 (D.I.I.P.F., Studien und Dokumentationen zur vergleichenden Bildungsforschung, Band 35).

MITTER, Wolfgang (Hrsg.), **Transfer**, Baden-Baden, Nomos, 1986 (D.I.I.P.F., Studien zum Umgang mit Wissen, Band 3).

PEDRO, Francesc, **Los precursores Espanoles de la educación comparada**, Madrid, Ministerio de Educación y Ciencia, 1987.

MITTER, Wolfgang, **Schule zwischen Reform und Krise. Zu Theorie und Praxis der vergleichenden Bildungsforschung. Gesammelte Aufsätze, herausgegeben und eingeleitet von Christoph Führ und Bernhard Trouillet**, Frankfurt a.M., D.I.I.P.F., 1987 (Studien und Dokumentationen zur deutschen Bildungsgeschichte, Band 26).

NOAH, Harold J. & Max A. ECKSTEIN, **International Study of Business: Industry Involvement with Education**, New York, Columbia University, 1987 (Occasional Paper, n. 4).

PEDRO, Francesc, **Los precursores Espanoles de la Educación Comparada, Antología de textos**, Madrid, Universidad nacional de educación a distancia, 1987 (Cuadernos de la UNED).

Canadian and International Education - Education Canadienne et Internationale. Special issue: Chinese educators on Chinese education, Guest editor: Ruth Hayhoe, Calgary, 1987, XVI, n. 1.

Journal of international and comparative education. Revue d'éducation internationale et comparée. Revista de educación internacional y comparada, Barcelona, 1987, II, n. 4.

Ecole & Paix, Genève, 1987, XX, n. 2.

Innovation, Genève, 1987, n. 50/51.

Forum, Strasbourg, 1987, n. 1.

SEFI News, Brussels, 1987, n. 25.

EURinfo, Bruxelles, 1987, n. 116, 117.

European Cultural Foundation Newsletter, Amsterdam, 1987, X, n. 2.

Pedagogical Review. A selection from the 1984 issues of 'Pedagógiai Szemle.', Budapest, 1985.

CRE-Information, Genève, 1987, n. 78.

Europese Culturele Stichting. Jaarverslag 1986, Amsterdam, 1987.



14 November 1987

Conference of the Soviet Education Study Group at the School of Slavonic and East European Studies, University of London, Malet Street.

6 — 8 December 1987

International Congress of Communication and Cognition, at Ghent, Belgium. Information: C & C, Blandijnberg 2, 9000 Gent, Belgium.

18 — 20 December 1987

Joint BCIES/History of Education Society at Hull.

Theme: 'International currents in educational ideas and practices'. Information: C. Brock, Institute of Education, 173 Cottingham Road, Hull HU5 2EH, UK.

February 1988

Annual Conference of HEI (Higher Education International) in London.

Theme: 'Changing patterns of research in higher education'. Information: HEI, 344/354 Gray's Inn Road, London WC1X 8BP, UK.

17 — 20 March 1988

32nd Annual Meeting of CIES, in Atlanta, Georgia.

Information: Beverly Lindsay, College of Education, University of Georgia, Athens, GA 30602, USA.

April 1988

Conference of HEI at Braga (Portugal). Theme: 'Vocational training in higher education'.

Information: HEI, 344/354 Gray's Inn Road, London WC1X 8BP.

27 — 29 May 1988

Conference of NGVO and BCIES at Hull, U.K.

Theme: 'A comparative study of the development and operation of higher education in the Netherlands and the U.K.'

Information: M. Vansteenkiste, U.I.A., Universiteitsplein 1, 2610 Wilrijk, Belgium.

27 June — 1 July 1988

13th Conference of CESE at Budapest, Hungary.

Theme: 'Aims of education and development of personality: comparative aspects'.
Information: Dr. Magda Illés, c/o Budapest Convention Centre, P.O.B. 233, H 1444 Budapest.

10 — 16 Juillet 1988

7ème 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 Journaux, 92310 Sèvres, France.

15 — 18 August 1988

International Conference of educational philosophers in Pécs, Hungary.

Theme: 'Philosophy of Education — Bridge or gulf between East and West?'
Information: Dr. O. Mihaly, National Institute of Pedagogy, Könyves K. 48-52, 1087 Budapest VIII.

30 August — 2 September 1988

SEFI annual conference in Leuven.
Theme: 'Engineering Education in Europe'.
Information: Prof. G. Van de Perre, Celestijnenlaan 200 A, 3030 Leuven, Belgium.

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A Doctoral Thesis on CESE Conferences

In July 1987 a doctoral dissertation was presented at the University of Valencia by Sa. Mercedes RIUS LOZANO. It was entitled "Modelo de analisis cuantitativo-cualitativo de las conferencias de la CESE" ("A quantitative-qualitative analysis model of CESE Conferences"). Director of this dissertation was Prof. Dr. Conception Gomez-Ocana.

Summary by the author:

All scientific work has to be situated in its proper context. This we have tried to do in the first chapter of our investigation, which is given over to a brief historical overview of the piecemeal development of CESE. The best way in which to obtain information was to elaborate, and distribute, a questionnaire breaking down facts from an organizational and functional viewpoint. These had to be linked to the motives

that lay at the basis of the creation of the Society. We have analyzed the constitution of the latter's first statutes (1963), the amended statutes (1979), as also the general organization of the conferences (countries where meetings have been held, dates of meetings, themes selected for discussion, working groups, local organizing committees, selection of the papers, and publication of the latter in the conference proceedings. Finally, within the framework of this first organizational chapter, we have analyzed the value and impact of the conferences as a means of scientific communication.

The methodological and quantitative technique mainly used was bibliometrics: analysis of productivity level as between authors, collaboration level, obsolescence level of the literature, etc.

The mathematical models resorted to and which were of a qualitative as well as a quantitative nature consisted basically of the techniques of factorial correspondence analysis and cluster analysis.

Finally, we have used a methodological alternative primarily applied in the field of the social sciences, viz., the qualitative techniques (temporal series of origin and intergroup analysis). As our main sources of documentation we have used the proceedings of the twelve CESE conferences held to date.

As a starting point we have taken the following general hypothesis that should enable us to know the state and problems of science in general and of comparative education in particular: the conferences of CESE behave as an organization.

Under this general hypothesis we have subsumed the following subhypotheses:

1. There must be a hierarchy of authority in the conferences, some subgroups, work division, and a "corpus" of knowledge on which one may base himself.
2. Through the conferences Comparative Education must become visible as an organization.
3. The conferences of CESE will have made their influence felt at international level, and they will in turn have been influenced by the international organizations.

Among specific hypotheses are the following:

- a) Confirm the realization of the "ratio effect" in science;
- b) Whether a restricted number of authors are the most productive ones;
- c) Whether the tendencies of the "Lotka Law" have been fulfilled;
- d) Whether there is an increase in work done in collaboration according as time goes on;
- e) Diminution of the Medium-Life Index of the literature cited;
- f) The language used in publications as

well as in the literature cited must be in English;

- g) The editorial expertise must as a consequence be concentrated in the Anglo-Saxon countries;
- h) The themes of the conferences must be linked to the most important educational problems in each time-space.

Mode of analysis

In the first place, we have made a global analysis, basically underpinned by the bibliometric method of inquiry, of all the conferences held to date. Secondly, we have proceeded to a detailed analysis of each of the conferences, situating them in their proper socio-political, historical, cultural, religious... context, which has determined each of them. Thirdly, the analysis has been achieved by means of the mathematical models previously referred to. Finally, through the technique of intergroup analysis, we have established different combinatory models, permitting us to obtain different levels of analysis from a diachronic and synchronic point of view. In the last analysis, it would seem to us that one of the best ways of setting the activity of the conferences in its true perspective consists in analyzing its effects on society at large.

Dealing as we have done with international conferences, we have also considered the possible interrelations between the CESE conferences and the International Recommendations edited by UNESCO/BIE.

As regards the verification of our hypothesis, we may conclude that the general hypothesis has been confirmed, as also the first and the third subhypotheses. Among the more specific hypotheses the following have been verified: a) the "ratio effect" principle in science; b) preferable usage of the English language; c) editorial expertise being concentrated in the Anglo-Saxon countries; d) the selection of conference themes being increasingly done in accordance with what are regarded as the most important educational problems of the formal education system.

Other conclusions not explained in the hypothesis, and which have emerged in the course of our research are, briefly, as follows:

- Disappearance of research of a philosophical and anthropological nature in favour of perspectives and viewpoints which are more linked to the operational aspects of problems.
- The approach most frequently resorted to as regards methodology used in the papers presented at the conferences is the description of educational phenomena, which confirms the absence of a statistical methodological application.
- Progressive adaptation of papers to the overall theme of the conference, which implies a level of coherence in the treatment of the subject under consideration.