

CESE

NEWSLETTER 6

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**

CESE Newsletter

La CESE Newsletter est le bulletin d'information officiel de l'Association d'Education Comparée en Europe, mais c'est aussi VOTRE newsletter. N'hésitez pas à nous envoyer des informations de valeur scientifique dans le domaine de l'éducation comparée, ou à nous soumettre des textes concernant des études intéressantes, des projets majeurs, des changements dans l'éducation comparée-curricula, des innovations de cours, promotions, etc... Envoyez-nous un offprint de votre dernier article ou une copie du livre que vous avez publié récemment.

The CESE Newsletter is the official information bulletin of the Comparative Education Society in Europe, but it is also YOUR newsletter. Do not hesitate to send us any information of scientific value in the field of comparative education, or submit texts about any interesting studies, major projects, changes in comparative education curricula, new courses, promotions, etc... Send us an offprint of your latest article or a copy of the book you have just published.

Die Newsletter ist das offizielle Informationsblatt der CESE, aber, es ist auch IHR Informationsblatt. Zögern Sie nicht, falls Sie Informationen wissenschaftlichen Charakters im Bereich der vergleichenden Erziehungswissenschaft weitergeben möchten. Schicken Sie uns Ihren Text über interessante Forschungsarbeiten, wichtige fortschrittsfördernde Kurse, Ernennungen, usw... indem Sie uns eine Kopie Ihres Artikels oder Ihres letztlich erschienenen Buches zu kommen lassen.

JUNE 1980

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SHOULD COMPARATIVE EDUCATION PROMOTE EUROPEAN INTEGRATION?

«Our society,» as I have formulated it in my opening speech at the 1979 CESE Conference in Valencia, «is called the «Comparative Education Society in Europe». The name is neutral, it does not contain a programme, nor does it commit the members to any idea of European co-operation, let alone of European integration or federalisation. ...But I feel that comparative education in Europe derives its contemporary legitimacy from the role that it is called to play in transposing the common historical and cultural European heritage into contemporary political, social and cultural reality. This transposition takes for a great deal place through the adaptation of national educational policies to the ideas and goals that the European countries have in common.»

Comparatists are by nature internationalists. European comparatists are, to my feeling, by necessity – and often by inclination – favourable to some form of European co-operation or integration. There are two compelling reasons for this. First there is the overwhelming and growing similarity of external constraints that ties the European countries to a common fate and commits them to a common future. Oil, economic recession, the North-South dialogue, technological developments, the increasing need for large-scale joint ventures, are the key-words that help to understand this need for co-operation and harmonisation. Second, and for the comparative educationalists more important, there exists in reality a European pedagogical tradition, a European educational philosophy, that to which we all, to different degrees, and more or less consciously,

adhere. The great pedagogues of the eighteenth and nineteenth century have left a shared cultural heritage. The extreme belief in the power of the environment – and hence in the school – that prevails to the West and to the East of Europe is not shared by most of us. In spite of incessant divisions and animosities, there is a common cultural European heritage. There is even a common political heritage that manifests itself, among others, in the continuous tension between centralism and regionalism, in the tenacity of the social divisions within each country.

It is not by chance that, from the beginning, comparative educationalists in Europe could so easily communicate. They had more in common than they were aware of. Communities of scholars thrive in some fields because of the shared science or technology. In comparative education the community has another basis. It is a community of ideas, that is of philosophical principles and of educational convictions.

Comparative education is in my view called to make these principles more explicit and to establish the minimum common basis of educational political consensus. Looked at from a longer time perspective, there are striking similarities between the educational policies of a great many European countries. The comparative educationalist should identify these common trends and favour them to the extent that they correspond to common features and constraints in the European past and future. Inasmuch as there is something such as a European Republic of pedagogical thinking, the

comparative educationalist should help to bridge the gap between this common basis and the educational reality in the European countries.

The fact that the Comparative Education Society in Europe is since shortly based in Brussels is fully unrelated to the above. When it was decided to ask for a status as an association under Belgian law, – a status which we have since acquired – there was no hidden agenda in my or anybody's mind to make the CESE into an instrument at the service of the European Communities. But I submit that we could turn our location in Brussels into an advantage, in two very different ways. First, by exploring – with all the *caveats* that must be made with respect to such initiatives – the possibilities of exchange with and, where possible, co-operation with the European Communities, not as their servants or executives, but as an independent academic organisation. Secondly, by keeping alive and giving concrete shape to the idea of a larger Europe and of a Europe that keeps its doors open especially for educationalists from the «rest» of Europe, whether West or East, North or South, from Africa, from Asia and from Latin America.

To my feeling such a policy would have major advantages. It would give to the CESE a clearer vocation. It would also help to save it from being no more than a gentle, but insignificant European association that is too far from European political – and educational – reality to have any impact on its development.

Denis Kallen,
President CESE

Xe CONFERENCE EUROPEENNE D'EDUCATION COMPAREE

Genève, 12-18 juillet 1981

Thème: «Le futur des sciences de l'éducation: enjeux théoriques et institutionnels»

Le vingtième anniversaire de l'Association d'éducation comparée en Europe sera marqué par sa Xe Conférence européenne d'éducation comparée. Organisée par l'Université de Genève dans les locaux d'UNI II, sous les auspices de la Confédération suisse, de l'UNESCO et de la Société suisse pour la recherche en éducation, la conférence devrait per-

mettre – lors de conférences, de discussions en groupe et d'ateliers – d'aborder les questions comme:

- Qu'apportent les futurologues à la connaissance de l'évolution des systèmes d'éducation?
- Des sciences de l'éducation ou une science pédagogique?
- Quelle est la place de l'éducation comparée dans les sciences de l'éducation?
- L'analyse de système permet-elle de comprendre la dynamique des institutions éducatives?
- Quelles sont les diverses formes d'institutionnalisation des sciences de l'éducation?
- Le développement des sciences de l'éducation a-t-il contribué à la formation des enseignants?

Les langues de travail et d'interprétation seront le français, l'anglais et l'allemand.

Un programme provisoire sera envoyé cet automne avec toutes les informations indispensables, mais d'ores et déjà, compte tenu du coût de la vie à Genève et du taux des changes en francs suisses, nous avons prévu un nombre suffisant de chambres dans des résidences pour étudiants.

Responsable de l'organisation locale:
Professeur Pierre Furter
FPSE
Université de Genève
24, rue du Général Dufour
1211 Genève 4
Suisse

STUDIES ON COMPARATIVE EDUCATION IN THE GERMAN DEMOCRATIC REPUBLIC

Comparative Education is a special branch of marxist-leninist educational sciences in the GDR and of importance for the development of all spheres of the Unitary Socialist Educational System. Comparative Education investigates problems and developments in foreign educational systems within their social framework and points out international tendencies. Comparative Education analyses and evaluates educational experiences in foreign countries.

At present the following centers of Comparative educational investigation exist in the GDR: The Department for Education in Foreign Countries at the Academy of Educational Sciences, the Department of International Comparison at the General Institut of Occupational Training and the Department of Comparative Educational Investigation at the Institut of University and College Education. These Centres also publish their scientific findings in institutional editions as for instance in the «Contributions to Foreign Education and Educational Policy» (Beiträge zur Schulpolitik und Pädagogik des Auslands), which are published by the Department for Foreign Education at the Academy of Educational Sciences. «Comparative Education» (Vergleichende Pädagogik) is a pedagogical monthly published regularly since 1965 and contains scientific contributions, mainly of comparative educationists in the GDR.

Facilities for studying Comparative Education have been developed at some colleges and universities in connection with comparative educational research. Such studies are intended:

- to further students interest on educational problems and enrich their understanding regarding fundamental international issues,
- to develop students' intellectual abilities in coping with international educational problems,
- to stimulate forecasting educational thinking as an important incentive to students' future educational activities.

These intentions are realized in different ways and also with different intensity dependent on the different character of the training program. We distinguish between courses intended for future teachers in secondary schools, special courses for educationists, courses for further education for teachers and courses for doctor candidates in education.

Future teachers in secondary schools (Diplomlehrer) study Comparative Education in the following way: During the first four terms – being the time of basic studies – Comparative Edu-

cation is not a selfcontained branch but is taught as an aspect included in other educational branches such as History of Education, Educational Foundations, Didactic and Theory of Moral Education. Following studies on these subjects, students may specialize at the fifth term and now Comparative Education becomes one of the optional subjects they may choose. By means of lectures and seminary work they are being introduced into research problems of Comparative Education and become acquainted with scientific methods, whilst at last they make their own findings on a limited subject. These optional courses on Comparative Education – consisting of 120 hours – are divided into three phases. The first one, starting with the fifth term, has only an informative character. The intention is to make students acquire basic knowledge on purposes, contents as well as organisation of education in various countries, thus enabling them to study specific foreign educational problems on their own account. Following this introductory phase, 6th term students choose the subject for their diploma. They have to find out possibilities as well as limitations in dealing with the subject, they have to develop a scientific prediction as to the possible results of their findings and also scientific questions by means of which they are supposed to gain their results. In the third phase – 7th term – individual findings are summarized in a final paper and students have to put their findings into scientific theses. They terminate their studies in the form of a public disputation at the 8th term with a diploma for secondary school teachers. Those students however who prove themselves very successful have the opportunity to take an additonal three year postgraduation, normally resulting in the graduation to a doctor of educational sciences.

The special courses for educationists (Diplompädagogen) are a form of post-graduation intended for members of the staff in various branches of the educational system, aiming at their educational qualification. Lectures and seminary work (30 hours) are here part of the standing curriculum. In these courses problems referring to fundamental educational issues as well as special problems, connected closely with the educational spheres of students' experiences, are dealt with from a comparative point of view. In lectures and lessons on Comparative Education students acquire the ability to analyse foreign literature and they consider and discuss problem-solutions in foreign countries. These students too have the opportunity to take up research in the field of Comparative Education and to finish their studies with a diploma on educational sciences.

In a system of Further Education for Teachers (Lehrerweiterbildung) several universities offer special 30-hour-courses on Comparative Education in order to bring teachers in closer relationship to comparative educational research. Public attention is drawn to these courses by various educational journals and papers. But these courses are only open to those teachers who have already received additional educational training in basic courses referring to fundamental philosophical and educational problems as well as to special subjects they teach at school.

In the courses for doctor candidates on educational sciences (pädagogische Weiterbildung für Aspiranten) Comparative Education intends first of all to develop methodological capabilities in regard to comparative educational research. Doctor candidates shall be incited and enabled to include the comparative aspect in their special subject considerations and use manifold possibilities to evaluate foreign educational experiences. For this purpose the Academy of Educational Sciences disposes of a comprehensive teaching concept, which most universities have adopted.

Generally a growing interest in the development of new forms of studies on Comparative Education is noticeable and a growing number of educational disciplines engage themselves in this field as for instance various branches of subject-teaching-methods but also those educational branches, which are concerned with education in different institutions like education in nursery schools, in general primary and secondary schools, in colleges and universities. In all these subject fields, endeavours are made to run courses on Comparative Education. This also refers to the field of Special Education (Rehabilitationspädagogik) which has built up a centre of comparative educational research and teaching at the Berlin University over a long time.

The extension of contents and objectives of Comparative Education studies affords further reflexions on the organisation and methods in various courses in order to realize a higher degree of students' activities and initiatives in gaining foreign educational knowledge. Instruction materials, papers and booklets are now developed to facilitate students' access to important scientific information on educational problems in foreign countries. In order to speed up this process of development an international exchange of opinions and closer cooperation between university-teachers interested in Comparative Education would be advisable.

Günter GARSKY
Berlin - D.D.R.

FROM NATIONAL AND REGIONAL SOCIETIES

DEUTSCHE SEKTION

14. Jahrestagung in Göttingen

Die Deutsche Sektion der Comparative Education Society in Europe hielt vom 17. bis 19. März 1980 in Göttingen ihre 14. Jahrestagung ab. Da die Deutsche Sektion gleichfalls eine Kommission in der «Deutsche Gesellschaft für Erziehungswissenschaft» ist, fand die Jahrestagung innerhalb des 7. Kongresses dieser Gesellschaft statt. Das Thema des Gesamtkongresses lautete: «Das politische Interesse an der Erziehung und das pädagogische Interesse an der Gesellschaft». Mit diesem Thema sollte die Frage nach der gesellschaftlichen Funktion, nach den gesellschaftlichen Bedingungen, Aufgaben und Restriktionen pädagogischen Handelns aufgeworfen und zu beantworten versucht werden. Neben Plenarvorträgen und Symposien wurde die Thematik in zahlreichen Arbeitsgruppen aufgearbeitet.

Die Deutsche Sektion beteiligte sich mit drei Arbeitsgruppen an der Aufarbeitung der Gesamtthematik:

1. Pädagogische Begleitforschung – Erfahrung und Perspektiven (Leitung Prof. Dr. W. Mitter, Frankfurt)
 - Erfahrungen aus Projektverläufen,
 - Ansprüche von Bildungsplanung und Bildungsforschung,
 - Internationale Entwicklungen,
 - Die Zukunft der Begleitforschung aus der Sicht der Bildungsverwaltung,
 - Abschließende Podiumsdiskussion.

2. Fragestellungen der Vergleichenden Erziehungswissenschaft zwischen Politikberatung und theoretischem Anspruch (Leitung: Prof. Dr. D. Glowka, Münster; Prof. Dr. J. Schriewer, Frankfurt).

- Hat die Vergleichende Erziehungswissenschaft einen Beitrag zur erziehungswissenschaftlichen Theorie geleistet?
- Hat die Vergleichende Erziehungswissenschaft einen Beitrag zur Politikberatung geleistet?
- Haben die Fragestellungen der Vergleichenden Erziehungswissenschaft einen inneren Zusammenhang?
- Welchen Forschungsstrategien folgt die Vergleichende Erziehungswissenschaft?

3. Die Beschäftigung mit dem Bildungswesen und der Pädagogik in der DDR in ihrer Bedeutung für die Erziehungswissenschaft in der BRD (Leitung Prof. Dr. F.W. Busch, Oldenburg)

- Das Problem der nationalen Einheit beim Aufbau der Pädagogischen Wissenschaft in der SBZ/DDR
- DDR-Bildungsforschung und Bildungsreform in der Bundesrepublik
- Bemerkungen zur gesellschaftlichen Situation in vergleichender Bildungs-

forschung

- Bildung und Arbeit. Zur Veränderung der Bedeutung des DDR-Bildungswesens angesichts aktueller Probleme des Wirtschaftswachstums
- Bildungsproduktion in der Systemkonkurrenz. Überlegungen zu einem ideologiekritischen Vergleichsansatz.
- Entwicklung und Bedeutung der pädagogischen Historiographie der DDR.

Zur Vorbereitung der Diskussionen waren einige der für die Arbeitsgruppen angemeldeten Beiträge in Zusammenfassungen in den «VE-Informationen», Nr. 6 (Februar) 1980 veröffentlicht worden. Es ist vorgesehen, in den folgenden Nummern der VE-Informationen weitere Beiträge zur Veröffentlichung zu bringen. Die VE-Informationen können zum Selbstkostenpreis von DM 5,- bei dem verantwortlichen Herausgeber der Deutschen Sektion, Prof. Dr. D. Glowka, jetzt: Universität Münster, Scharnhorststraße 100, 4400 Münster, bezogen werden.

Während der Jahrestagung fand auch die 14. ordentliche Mitgliederversammlung der Deutschen Sektion statt. Auf ihr übernahm Prof. Dr. F.W. Busch, Fachbereich Erziehungswissenschaft, Universität Oldenburg, 2900 Oldenburg (priv.: Schilfweg 5, 2902 Rastede 1) den Vorsitz für die Zeit bis Februar 1982. Zum designierten Vorsitzenden wählte die Versammlung Prof. Dr. L. Liegle, Pädagogischen Seminar Universität Tübingen, Müngasse 22-30, 7400 Tübingen. Weiteres Vorstandsmitglied ist die bisherige Vorsitzende Prof. Dr. R. Süßmuth, Universität Dortmund.

Das Thema der 15. Jahrestagung, die Mitte Februar 1981 entweder in Wien oder im Raum Düsseldorf-Neuss stattfinden wird, lautet: «Internationale Tendenzen in der Alternativschulbewegung – Zur Notwendigkeit einer Humanisierung der Schule heute». Interessenten erhalten auf Anforderung ab Juli 1980 weitere Informationen durch Prof. Dr. F.W. Busch.

ASSOCIATION FRANCOPHONE D'EDUCATION COMPARÉE (A.F.E.C.)

Composition du nouveau comité de l'A.F.E.C., élu le 16 mai 1980 à Sèvres: Michel Debeauvais, Directeur de l'I.I.-P.E., Président honoraire.

Jean Auba, Directeur du C.N.E.P. de Sèvres, Vice-Président honoraire.

Denis Kallen, Professeur Paris VIII Vincennes, Président.

Pierre Furter, Professeur Université de Genève, Vice-Président.

Pierre Laderrière, O.C.D.E., Vice-Président.

Mme Annick Bottaya, C.N.E.P., Secrétaire.

Mme Michèle Tournier, I.N.R.P., Rédactrice du Bulletin.

AGENDA

24-27 June 1980

Fourth International Symposium on Educational Testing in Antwerp, Belgium. Themes: «Anxiety and Test Performance, Measuring Intelligence, Setting Standards for Performance, Latent Trait Theories and their Application to Educational Testing». Information: Educational Research Center University of Leiden, Boerhaavelaan 2, 2234 EN Leiden (Holland).

3-5 July 1980

Korean Pre-Congress Conference of the Fourth World Congress of the World Council of Comparative Education Societies, in Seoul (Korea). Theme: «Education for Developing Nations».

Major topics:

- Role of education for industrial development.
- Equality of educational opportunities.
- Life long education programs.

Information: Planning Committee for Pre-Congress Conference c/o Korean Educational Development Institute 20-1 Umjeon-dong, Gangnam-Ku, Seoul (Korea)

7-10 July 1980

IVth Congress of the World Council of Comparative Education Societies in Saitama, Japan.

Main theme: «Tradition and Innovation in Education».

Information: Takehiko Tezuko

Japan Comparative Education Society c/o National Institute for Educational Research, 6-5-22 Shimomeguro, Meguro-Ku, Tokyo 153, Japan.

9-12 July 1980

6th International Conference on Improving University Teaching in Lausanne, Switzerland.

Information: Prof. M.L. Goldschmid, E.P.F.L., Centre-Est, CH-1015 Lausanne.

28 juillet au 2 août 1980

Ville de Québec, Québec (Canada) XVIe Assemblée mondiale de l'Organisation mondiale pour l'éducation préscolaire. Organisateur: OMEP, C.P. 220, Haute ville, Québec (Que) Canada G1R 4P3 Thème: Le jeune enfant, citoyen à part entière?

1. La survie du jeune enfant: droits et responsabilités
 2. L'intégration sociale du jeune enfant: droits et responsabilités
 3. L'expression créatrice du jeune enfant: droits et responsabilités.
1. The survival of the young child: rights and responsibilities
 2. The social integration of the young child: rights and responsibilities
 2. The creative expression of the young child: rights and responsibilities.

4-9 août 1980

27e Assemblée des délégués de la Confédération mondiale des organismes de la profession enseignante (CMOPE) aura lieu à Brasilia.

Thème: «Education et développement»
Renseignement: CMOPE, 5 avenue du Moulin, CH 1110 Morges, Suisse.

10-16 August 1980

30th International Conference of the World Education Fellowship in London.
Thème: «Education in One World».

Information: Froebel Educational Institute, Grove House, Roehampton Lane, London SW 15, England.

25-30 août 1980

7e Conférence générale de l'Association internationale des Universités (AIU) à Manille (Philippines). Trois thèmes sont prévus à l'ordre du jour: rôle spécifique de l'Université dans le développement de la coopération internationale; rôle de

l'Université dans la définition et la mise en œuvre des politiques de développement; accès à l'enseignement supérieur.

2-5 September 1980

5th Annual conference of the Association for Teacher Education in Europe at the Universität Oldenburg, F.R.G.

Thème: «Teaching and Learning in Teacher Education».

Information: Prof. Dr. F.W. Busch, Postfach 2503, Universität Oldenburg, D-2900 Oldenburg.

5-6 September 1980

Meeting of the CESE-Committee in Geneva. Main topic: the organisation of the tenth CESE-Conference in Geneva, 13-18 July 1981.

24-27 September 1980

Second conference of the International Standing Conference on the History of Education at Jablonna, Warszawa, Poland

Theme: «Education Innovation in Historical Context».

Information: Prof. J. Miaso, Instytut Historii Nauki, Oszyaty i Techniki Polska Akademia Nauk, ul. Nowy Świat 72, 00-330 Warszawa, Poland.

1-6 November 1980

Interdidacta 80, International Fair for Educational Materials, in Cairo, Egypt.

Information: Interdidacta, c/o Schweizer Mustermesse, Postfach CH-4021 Basel, Switzerland.

28 December 1980 - 4 January 1981

Conference of the «World Council for Curriculum and Instruction» at the Development Academy of the Philippines

Thème: «Education for Global Development Toward a Humane Quality of Life»
Information: World Council for Curriculum and Instruction, Box 171, Teachers College, Columbia University, New York, N.Y. 10027, U.S.A.

PUBLICATIONS

The CESE secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes:

Das CESE Sekretariat erhielt folgende Publikationen:

KOLBE, Manfred

Reformkonzeptionen der Lehrerbildung in Schweden, Weinheim-Basel, Beltz, 1979 (D.I.I.P.F., Studien und Dokumentationen zur vergleichenden Bildungsforschung, Band 9/4).

HIGGINSON, J.H.

Selections from Michael Sadler. Studies in World Citizenship, Liverpool, Dejall & Meyorre, 1979.

BAUMERT, J., u.a.

Das Bildungswesen in der Bundesrepublik Deutschland. Ein Überblick für Eltern, Lehrer, Schüler, Reinbek, Rowohlt, 1979.

KING, Edmund J.

Other Schools and Ours. Comparative Studies for Today, London, Holt, Rinehart and Winston, 1979, fifth edition.

ERDMENGER, Manfred

Englishunterricht im Medienverband, Weinheim-Basel, Beltz, 1979 (D.I.I.P.F., Untersuchungen zum in- und ausländischen Schulwesen, Band 20).

Die Arbeitswelt als Lernbereich in der Sekundarschule. Zur Situation in England, Frankreich, Italien, Schweden, USA, München, Minerva Publikation, 1979 (Marburger Forschungsstelle für Vergleichende Erziehungswissenschaft, Texte-Dokumente-Berichte zum Bildungswesen ausgewählter Industriestaaten, 23).

VAN DAELE, Henk

Paedagogica Belgica Academica XXIX (Periodical Survey of the Belgian University Studies in Education), Gent, Baertsoenkaai 3, 1979.

KOPPENHÖFER, Peter

Höhere Schule und Auslese. Untersuchungen zur sozialen Herkunft der höheren Schüler Badens (1834/36 - 1890).

MITTER, Wolfgang

Education Research and Teacher Education in the Perspective of comparative Education. Two Studies, Frankfurt a.M., D.I.I.P.F., 1979.

NOVIKOV, Leonid

Die Hochschule als vermittler beruflicher Qualifizierung: Probleme der Koppelung von Hochschul- und Beschäftigungssystem in der UdSSR, Frankfurt a.M., D.I.I.P.F., 1979, (Hochschulbildung in sozialistischen Staaten, Werkstattbericht 19).

Ecole & Paix. Revue de l'Association mondiale Ecole Instrument de Paix, Genève, n.4, 1979, et n.l., 1980.

Revista internacional de países socialistas, La Havanna, XVIII, 1979, n. 2. Thème: La Educacion superior contemporánea.

Bulletin de Liaison. Centre mondial d'information sur l'éducation bilingue, Aosta, 1980, n.l.

Canadian and International Education - Education Canadienne et Internationale, Montréal, VIII, 1979, n.l.

VE-Informationen. Rundbrief der Kommission für Vergleichende Erziehungs-

wissenschaften der DGfE - Deutsche Sektion in der Bundesrepublik Deutschland der CESE, Münster, n. 5, Oktober 1979 und n. 6, Februar 1980.

Education comparée, Sèvres, n. 22, 1980.

Bildung und Erziehung, Stuttgart, XXXIII, 1980, n.l.

MITTER, Wolfgang

Gegenwartsfragen des ungarischen Bildungswesens (Sonderdruck aus Osteuropa. Zeitschrift für Gegenwartsfragen des Ostens, 1980).

SACHSENMEIER, Peter

Training Curriculum Developers in Africa: an Overview (Offprint from *Journal of Curriculum Studies*, XI, 1979, n. 4, pp. 333-340).

AFRICAN CURRICULUM ORGANISATION

Basic Training Course in Systematic Curriculum Development, Nairobi, Kenya Institut of Education and the German Agency for Technical Co-operation, 1979.

CIES Newsletter, Los Angeles, n. 53, October 1979, and n. 54, December 1979.

ANDERSON, Gary J., and LAUWERYS,

Joseph A.

Institutional leadership for educational reform: the Atlantic Institute of Education, Paris, Unesco, 1978 (Experiments and innovations in education, n. 38, An IBE series).

SRIVASTAVA, H.S.

Examination reforms in India, Paris, Unesco, 1979 (Experiments and innova-

tions in education, n. 41, An IBE series).

Documents from the Experimental World Literacy Programme, Paris, Unesco, 1979 (Series of International Reports on Education).

SUCHODOLSKI, B., and others
The International Bureau of Education in the service of educational development, Paris, Unesco, 1979.

Directory of educational documentation and information services. Prepared by the International Bureau of Education, Paris, Unesco, 1979 (Ibedata).

Educational documentation and information. Bulletin of the IBE, Paris-Geneva, LIV, 1980, n. 214.

Awareness list - Bulletin signalétique IERS, Genève, n. 22 de septembre 1979.

et n. 23 de décembre 1979.

Perspectivas pedagógicas, Barcelona, XXII, 1979, n. 43.

Innovation, Genève, n 23/24 septembre-décembre 1979, et n. 25, mars 1980.

Neuerwerbungen. Sammelschwerpunkt Bildungsforschung, Universitätsbibliothek Erlangen-Nürnberg, n. 4, Oktober-Dekember 1979.

VARIA

Dr. HIRATSUKA DECORATED

Dr. Masunori Hiratsuka, Chairman of the World Council of Comparative Education Societies, was conferred by the Japanese Government with the First Class Order of the Sacred Treasure for his most valuable contributions to the country and for his outstanding scholarship. Congratulations!

ANKÜNDIGUNG

Zum 70. Geburtstag von Isabella Rüttenauer, Prof. em. für Pädagogik/Vergleichende Erziehungswissenschaft an der ehemaligen Pädagogischen Hochschule

Westfalen-Lippe, Abt. Münster, erschien Ende 1979: «Schritte..., Beiträge und Studien zur Vergleichenden Erziehungswissenschaft und Lehrerausbildung», hg. von Prof. Dr. F.W. Busch, Oldenburg, 673 S. Der Band enthält 29 Aufsätze, die Freunde, Kollegen und Schüler von Isabella Rüttenauer verfaßt haben. Der Band erschien in begrenzter Auflage und kann zum Selbstkostenpreis (DM 50,- beim Herausgeber (2902 Rastede 1, Schilfweg 5) bestellt werden.

INTERNATIONALEN KONFERENZ IN OLDENBURG

Vom 2. bis 5. September 1980 findet an der Universität Oldenburg die 5. Konferenz der Association for Teacher Education in Europe (ATEE) statt. Das Thema der Konferenz lautet: «Lehren und Lernen in der Lehrerausbildung/Teaching and Learning in Teacher Education/Enseigner et apprendre dans la formation des enseignants».

Neben Plenarvorträgen von Bildungspolitikern und Wissenschaftlern (u.a. Minister Dr. Remmers, Prof. Dr. Brus, Nijmegen, Prof. Dr. H. von Hentig, Bielefeld) wird das Thema des Kongresses in 10 thematisch unterschiedlichen Arbeitsgruppen ausgearbeitet. Das Ende 1979 verschickte Call for papers hat eine unerwartet große Resonanz gefunden und zu über 50 Anmeldungen für Beiträge und Informationspapiere geführt. In diesen

Tagen werden die Einladungen zur Konferenz verschickt, die weitere Einzelheiten zu den Themen und zum Ablauf der Konferenz enthalten. Auskünfte erteilt: 5. ATEE Konferenz, Geschäftsstelle, Universität Oldenburg, Postfach 2503, D-2900 Oldenburg.

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