NEWSLETTER 10

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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.

FEBRUARY 1982

1. W. MITTER, President's Address
4. V. LENHART, The pioneering Role of International Education and Comparative Educational Science
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PRESIDENT'S ADDRESS

The 10th CESEE Conference which was held at Geneva gave us the opportunity to celebrate the 20th Anniversary of our Society. Although not meant to be a Weltanschauung, as compared to the existence of such dignified academic disciplines as mathematics or history, there is reason to remember a series of meetings which, taken as a whole, indicates remarkable progress in convening educationists from various countries and from different disciplines. It is the purpose of our Conferences which highlight growth in membership and diversification in international communication: London (1963), Berlin (1964), Prague (1968), Stockholm (1971), Frascati (1973), Paris (1975), London (1977), Valencia (1979), Geneva (1981).

The programmes of the Conferences reveal a great variety of topics and prove multivarious contributions in form of lectures, comments and suggestions. In a rough analysis three main tasks seem to predominate: the rigidification of the scope and content of Comparative Education, inquiries about certain stages and aspects of educational systems in international comparison, and the contribution to Comparative Education pays (or can pay) to policy-making in national and international contexts. I would like to focus on these aspects of educational policy and planning with special regard to the activities and strategies of the global supra- and international organisations, while Geneva presents aspects of educational theory, as demonstrated by national traditions and comparative concepts.

Geneva, however, reflected not only a retrospective view of an academic discipline devoted to both theory building and practice-orientation, but also the history of an organisation characterised by three remarkable trends.

Firstly, the foundation of CESEE, taking place on May 5, 1961 initiated the small group of distinguished scientists. I myself look back to my first experience with our society at the Berlin Conference in 1965, remembering the truly scholarly atmosphere which was produced by the "promoters' generation," represented by Myrdal, H. G. Crelin, P. M. H. de Nysschen, H. F. Hikor, Joseph A. Lauwers, Friedrich Schneider, and Ernst Simon, to mention the names of the first members. In the meantime CESEE has expanded into a society which appreciates membership and co-operation of highly reputed scientists as well as of young researchers, lecturers and assistants. Opening the doors to graduate students, as expressly demonstrated at Geneva, has laid another fruitful ground for further progress in this direction. Finally I want to mention the contributions paid by our members who work in organisations devoted to the planning and sponsoring of educational matters.

Secondly, the growth of the CESEE to be recently observed indicates the extension of the "European scene", and that with respect to the Western part at least. I am thinking of the considerable number of French, Italian and Spanish colleagues who have joined us, thereby balancing the situation. And in this context I express my hope that CESEE may also succeed in extending its membership in countries whose representation has not yet reached a satisfactory stage. In particular this is true of the Socialist countries.

Thirdly, CESEE has never regarded itself as a "closed shop", but consistently sought the cooperation with comparatists working and studying outside Europe. In this respect Geneva confirmed this policy in a double way. On the one hand we had the pleasure to welcome a good number of comparatists to our meeting; on the other hand the increasing interrelations between CESEE and the World Council of Comparative Education Societies was underlined by the presence of Dr. Erwin Epstein, Chairman of this world-wide umbrella organisation.

In an outlook into the eighties we have to consider both the economic recessions and the attitudes of disentanglement whose impact on CESEE cannot be overlooked. Considering the decreasing opportunities to get subsidies from the governmental and governmental agencies the Executive Committee will not be able to avoid proposing a certain rise of the fee which Denis Kallen, the former President, has already put forward in an articulate way. The main approach to finding a solution in this crucial situation consists, however, in extending the membership of our Society. This is why I am appealing to all our members for engaging themselves to this essential purpose.

Apart from this quantitative issue the further progress of these activities, I think, depends on how these two goals can be realised. On the one hand the fruitful and co-operative relations between the Society and the national, language-based and regional Comparative Education societies and groups which have been established in the past must be intensified in a spirit of mutual understanding and respect. On the other hand the day-to-day work on teaching as well as our commitment to the goals of the values of international and intercultural co-operation that require permanent considering and ultimately justify the existence of CESEE.

Within this framework our Conferences play a prominent part wherein the three main tasks I have emphasised at the beginning of my address may draw the agenda of our guidelines to connect past and future. The main theme of the Executive Committee has chosen for its next meeting offers the opportunity to concentrate on the three tasks to each other "Education and the diversity of cultures: The contribution of Comparative Education". Having taken this decision we hope we have materialised the trend which could be easily perceived in the General Assembly of September 22, 1991, and has been also favoured by the chairman and representatives of the regional societies and groups we have consulted. On behalf of the Executive Committee I do express the hope for a active participation of all our members in the preparation of the 11th Conference to be held at Würzburg (Federal Republic of Germany) from July 3rd to 8th.

Wolfgang Mitter

JoePh LAUWERS

(1902-1981)

Joseph A. Lauwers was born in Brussels in 1902. He came to England with his family in 1914 on, by all accounts, the last boat to leave Belgium before the Germans overran his country. In England as a young boy at school he was not completely Anglicised.

After leaving school he worked in a shop and was encouraged to pursue part-time studies towards a degree. He was involved with the Co-operative Society movement. The culmination of these studies was in the degrees he obtained towards a Ph.D. in Science. A first class General Honours degree in 1927 was followed by a first in Chemistry in 1928 and a special physics degree in 1929, all from London University. During much of this period he was a part-time student at King's College, London.

This brief account of the early part of his life helps to explain characteristics which remained with him throughout his life. As a personality Vernon Mallison's description of Belgian "National character" marvellously captures some of the most endearing features of Lauwers own character. He was tenacious, shrewd, realistic, possessed of tireless energy and a view that "To get on in life is the great thing." At the same time for Mallison it was an individual who was quick-topped in defence of their own private rights and liberties yet eventually ready to compromise. Furthermore the Belgian indulges himself on the one hand in the fullest use of all the material comforts and blessings civilisation can bestow, and on the other hand cares seriously about the well-being of others. This he excelled at and about the values of traditional types of education. Mallison concludes that regard- less of his background—Florence, Wallon, Catholic, or Liberal—the Belgian is proud of his national origin. If this description does not fit all Belgians it certainly describes some aspects of Lauwers complex personality.

Many of them were no doubt innate, others the result of his childhood in Belgium, but probably he was partially Anglicised and his intellectual position as a mature man showed elements of his Catholic and Continental upbringing and his education in science. As a Cartesian he looked at moral questions rationally, and was able to analyse issues with the clarity of a well-trained Frenchman. Yet, as a scientist trained in England he was always anxious to put his views, and those of others, to the test of experience. The intellectual powers of a people owe much by our definition, does not disregard empirical evidence made Lauwers a formidable and tena- cious debater, a lucid teacher and an eclect- ical research worker.

After graduating from the university in 1927 and teaching as a science master at Christ's Hospital School, Horsham 1928- 32 Lauwers had an uninterrupted career in education. From 1932 to 1936 he was at the University of London Institute of Education as a Lecturer in the Methods of Science (1932-41), as Reader in Education (1941-46) and finally as Professor of Education (1947-70). After retiring from the University of London he spent six years as Director of the Atlantic Institute, Nova Scotia (1970-76).

This description of a lifetime's work in education disguises the range of his interests and several careers he managed to include in a period of more than forty years of active
academic work. His own judgement was that he should be remembered as someone who had "institutionalised" Comparative Education, as an independent academic discipline, and had taken it far beyond this. In the thirties for example he helped to make general science respectable, as well as rigorous, as part of a national education. He persuaded the Catholic authorities, at least in England, that Darwinism was compatible with Catholicism. In 1939, Eliason on China or Africa showed how H.E. Armstrong's heuristic method of teaching and learning could be realised in practice. During this period he worked with the School of the Masters Associates and was responsible for much that went into their reports on science teaching.

At the same time Lauwers's interests were wide and widening. He was involved in the promotion of Basic English as an educational lingua franca; became committed to the work of the New Education Fellowship and to the American Progressive Educators; to the conferences of World Understanding; to co-operation and active methods of teaching and learning. At the same time he sought and nourished his continental roots by participating with Sir Fred Clarke, Nicholas Hans and Rheinhold Schairer in their comparative education work. This was in lardship of the World War. Lauwers was a science educator, a linguistic analyst, a promoter through education of world understanding and cooperation and a comparative educationalist of note. He had friends and colleagues among national scientists, philosophers, sociologists and comparative educationalists among Europeans and North Americans.

During and immediately after the Second World War Lauwers was able to bring his intellectual skills to bear on the problems of post-war reconstruction. His work with the Committee of Allied Ministers of Education under the Chairmanship of Lord Butler made a valuable contribution to the rapid reconstruction of educational systems in devastated Europe after the war. He was very much involved in discussions in 1945-46 which gave rise to the creation of Unesco. He made the UN's Director of Education had not been included in Unesco's remit. He was with Nicholas Hans Unesco's first educational consultant. He argued in favour of the setting up of the International Bureau of Education against those who wished to incorporate it into Unesco. He supported the development of the UNESCO Institute of Education and had been involved in international and comparative work. He was Chairman of Unesco's Good Offices & Conciliation Commission, worked on the UNESCO's International Standard Classification of Education and was shortly before his death working on an IBE project on aid for education. Frequently he was invited to act as a consultant.

His work as Professor of Comparative Education between the years 1947 to 1970 will perhaps be best remembered. As a result of his work at the University of London Institute of Education he was invited to contribute studies in the sociology of education and was a strong supporter of Karl Mannheim at the London Institute for a brief period. Through the World Year Book of Education he initiated and promoted studies into educational planning and the economics of education and subsequently in a range of areas which became of central interest to international agencies. For many years he was Head of a two-man department. In the sixties additional staff were made but the Department was never large. The range of interests which were developed and the courses put on stretched resources but the number of students who obtained doctorates in the Department exceeded the number awarded in the larger Departments of the Institute. Through his joint editorship of the Year Book of Education with Nicholas Hans and with Robert King Hall, George Beresford and David Scanlon from Time to Time, Lauwers added greatly to the literature in Comparative Education. His charisma and lecturing style attracted students from all over the world. The commitment of many of them to him personally, to education, international understanding and comparative education was permanent. In 1961 he built up a Department of staff and students which though under threat of destruction on his retirement in 1970, has survived and is flourishing.

Yet another career can be identified in terms of his work with non-governmental organisations. This association with the New Educational Fellowship has been mentioned, for many years he was Chairman of this Fellowship. And in 1969 the New Educational Fellowship, wrote frequently for the British periodical the New Era and in general promoted through the Fellowship the aims of its founders. Another major contribution to international co-operation was his part with Saul Robinsohn and Brian Holmes in the establishment of the Comparative Education Society in Europe. Lauwers knew all the comparative educationists, and indeed most of the European Ministers of Education personally (the latter qualification enabled him quickly to organise and run comparative education tours for students to many European countries), so that he was able to assemble in 1961 a galaxy of educationists at a conference at which the Comparative Education Society in Europe was founded. He gave the Society early direction as its first President and was concerned to its success as a Society of individual members in the belief that such organisations could have a contributory role to that of governments and international agencies whose development he had supported. As time went on his involvement in the work of the Institute of Moral Education was a major interest and participation in the work of the Institute of Morality in Japan increased. For many years he worked closely with the Institute whose founder Hiroaki had examined/postman a moral perspective in a way which would have gained the approval of J.S. Mill and all social scientists who approve of Mill's method of induction. Indeed this approach was very much to the liking of Lauwers, since it had informed his education as a British empiricist natural scientist and the work of British social scientists before the Second World War. He has written in defence of Hiroaki's method of inducing from a survey of world literature - Buddhist, Christian, Moslem and Jewish - some universal moral principles.

In this endeavour Lauwers came in a sense intellectually full circle. It reflected his early religious background; and throughout his career he remained a deeply religious man. Without being in the French manner anti-clerical he nevertheless brought his Cartesian insight to bear on the analysis of moral problems. In accepting Hiroaki's methods of inducing universal moral principles from the writings of the great moralists - some of whom were religious leaders - he combined the scientific method acquired during his early career and his comparative approach to educational and social problems.

Eclectic in his approach Joseph Lauwers was single-minded in his desire to improve the world through education. His work as a social scientist is reflected in his numerous publications and higher doctorates from Ghent and London Universities and as a Fellow of Kings College London. His achievement as an innovator remains an expression of his creation of Unesco, the Comparative Education Society in Europe and the Department of Comparative Education at the University of London Institute of Education. His contribution as a preserver of projects in which he deeply believed is exemplified in the continued success of the International Bureau of Education in Geneva and of the New Education Fellowship. The testimony of the hundreds of students from home and abroad who came under his spell and listened to his lectures on comparative education, the history of science, international understanding, education in developing countries is eloquent of his greatest achievement. He was above all a teacher.

Brian Holmes

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Minutes of the GENERAL ASSEMBLY
held in Geneva (Uni II),
on September 22, 1981

53 CESE members are present. The outgoing President, R. Kallen, opens the General Assembly and receives approval for the proposed agenda.


2. Chairman's report (Denis Kallen)

D. Kallen expresses some personal reflections on the "state of art" of Comparative Education. He is in history have so many people (teachers, academics, decision makers, etc) carried out so many cross-national comparisons in education. What is the effect on this immense exchange on educational policies and educational practice? Its role is often neglected. One must frankly recognise that a comparative study of education is to motivate these people for a more scientific approach to educational comparisons. This is what CESE has been doing through some external research projects and conferences that have appealed to all these groups, and by opening CESE membership widely. He also made a few reflections on the role that a small professional
society like ours can play. It was his personal ambition as President, he emphasizes, to initiate more scientifically oriented work for our small field. This has failed, due to lack of resources (material, time, etc.), but also perhaps by lack of clarity as to what could be done with such limited means as we have at our disposal. Kallen believes though that CESE has an exploited potential as a Europe-based professional association for Comparative Education. The CESE President who had the sad duty to commemorate four CESE members who died in the course of the last two years: Faina Gurovna, Jean-Louis van Gelder, Jan Konopnicki and C.H. Dobinson, and also M. Hiratsuka, the former Chairman of the World Council of Comparative Education Societies, the President informs the General Assembly of the Committee’s unanimous decision to confer honorary membership on CESE on Brian Holmes.

3. Secretary-treasurer’s report (H. Van daele). The CESE Committee elected in Valencia in June 1973 has met three times: a. in Paris in November 1973; b. in Geneva in September 1980; c. in Geneva on September 1981. The following items have been discussed: follow-up of the 1979 Valencia Conference, theme and venue of the 1981 Geneva Conference; financial situation of CESE; arrangements with ECER; relations with IBERIE, World Council, and national and regional societies; new CESE statutes; establishment of an organization of intermittent CESE seminars. A delegation of the CESE Committee met twice in order to organize the 1981 Geneva Conference.

Newsletter: the Newsletter was published four times and twice in 1981. Gratification is expressed to the presidents and secretaries of national and language-based societies who have supplied the CESE secretariat with information. CESE statutes: a Royal Decree, signed by King Baudouin on February 26, 1980, granted legal status to our society; CESE can now accept gifts, legacies and any other donations, take legal action, and even own property. Financial report: the secretary-treasurer comments in detail on the financial situation of CESE. The 1979 and 1980 balance was possible thanks to those CESE members who have a three-year subscription. Regularly he expresses his thanks to the European Cultural Foundation for the substantial subsidy CESE received over the past two-year period.

A. Marquez reports on the auditing of the Society’s accounts. A. Marquez and B. Holmes have checked all the figures and found them in accordance with the balance established by the treasurer. The Assembly expresses its warm thanks to the secretary-treasurer for his work in managing the Society’s finances.

4. Administration and financing of CESE: future developments. Future developments will depend to a large extent on our relationship with the ECF. As the ECF’s financial support is only temporary, it is urgent necessary to consider other ways of financing CESE.

5. Membership fees. In view of the monetary situation in Europe and knowing that the fees are already quite high, it is wise to foresee an increase of the membership fee in 1983. Prof. E. King wonders whether CESE should not accept institutions and students as members. It is also suggested that membership fees should be paid bi-annually for a two-year period.

6. Publications. P. Furter proposes to publish the proceedings of the Geneva Conference as a volume of the Cahiers de la Section d’Éducation of the Geneva University during the academic year 1981-1982 (approx. 120 pages). 300 copies will be at our disposal of CESE. Some conference papers can be published as articles in several journals. This proposal is accepted.

7. CESE Conference 1983 W. Mitter and the German Section propose to organize the 11th CESE Conference (1983) in the FRG, in the neighbourhood of Frankfurt am Main. He has two themes in mind: 1. National and supranational educational plans and their outcomes in the course of the seventies. 2. Multi-cultural education. The CESE Committee and the General Assembly agree with the proposed location. The theme will be discussed.

8. Election of CESE Committee 1981-1983. D. Kallen reports that the following members have been asked to sit on the nomination committee: Chairman: Pierre Furter, Suchodolets, Borghi, Garcia Hoc, Sutherland, Dilger. All have accepted. Kallen expresses words of thanks. Fernig (chairman) reports on an express presidency job; the conclusions of the nomination committee are, of course, only suggestions to the General Assembly. The nomination committee proposes: as CESE president: W. Mitter; as vice-presidents: R. Cowen and Garcia Garrido. The nomination committee suggests that two members should be elected for the following four candidates: Branger, Debeauvais, King, Ofrecle. Kallen reminds the General Assembly that it is free to present other candidates, and that eventually a secret vote is possible. W. Mitter, R. Cowen and J.L. Garcia Garrido are then elected by acclamation. A secret vote is organized for the election of two committee members. As a result, Debeauvais and King are elected.

9. World Council of Comparative Education Societies. E. Holmes and E. Epstein (Chairman) report on the activities of the World Council. The next World Conference is to be organized in 1984, possibly in Mexico. Theme: “Dependency and interdependence in education.”

10. Other business: D. Kallen stresses P. Furter’s merits in organizing the 10th CESE Conference, and expresses words of thanks to Mrs. Furter and all the assistants. Brian Holmes is greatly honoured by the election and speaks his warm thanks to the General Assembly, emphasizing both the dignity and the honour inherent in the position which is rooted in a rich heritage. He returns his sincere thanks to Denis Kallen for his successful and stimulating Presidency and to those distinguished colleagues who are about to leave the Executive Committee; namely:

- Pierre Furter, whose excellent and efficient organization of the 10th Conference is stressed;
- Brian Holmes, who leaves the Executive Committee after a long active participation in different functions and who, Mitter trusts, will be of great importance and help to CESE in future too;
- Ricardo Martin Ibañez, whose merits in organizing the 9th Conference in Valencia and publishing the Conference Proceedings deserve renewed appreciation.

Then Mitter congratulates Denis Kallen (as Past President), Robert Cowen and J. Garcia Garrido (as Vice-President) and Michel Debeauvais and Edmund King (as Members) on entering the Executive Committee or continuing their membership in new capacities. Finally, he expresses his special hope for a good cooperation with the World Council of Comparative Education Societies and with the national and language-based societies and groups.

Henk Van daele

The Pioneering Role of International Education and Comparative Educational Science

The application of the goals of international understanding and education for peace to education at all levels—kindergarten, primary and secondary schools and higher education including adult education—is dependent on those who recognize the importance of this task and promote it internationally. Hermann Rohrs, an internationally renowned educationalist, has been actively involved in promoting this task since the nineteen-fifties. Since that time he has held the post of professor and director of the Education Department of the University of Hildesheim. He is a founding member of the Society for Comparative Education, established in 1970, and the International Comparative Educational Society, founded in 1972. In honor of Hermann Rohrs' 65th birthday a book on comparative education has appeared entitled Vergleichende Erziehungswissenschaft—Comparative Education (Wiesbaden: Akademische Verlagsgesellschaft, 1981, edited by Ulrich Baumann, Volker Lenhart, Axel Zimmermann) containing articles by a number of internationally renowned scholars. Those articles contributed by English, American and Canadian scholars Brian Holmes, Hans L. Weiler, Edmund King, George Beresford, James Henderson, Barbara and Steward Frazer and Thomas Lander are printed in English.

The most interesting feature of the book is the articles by well-known scholars from Eastern Europe (Wienecz Okón, Yusif Antoch, Bogdan Suchodolets), hostesses, and interpreters. W. Mitter feels greatly honoured by the election and speaks his warm thanks to the General Assembly, emphasizing both the dignity and the honour inherent in the position which is rooted in a rich heritage. He returns his sincere thanks to Denis Kallen for his successful and stimulating Presidency and to those distinguished colleagues who are about to leave the Executive Committee; namely:

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Volker Lenhart

Ziel der Reise sollte sein:
- fachliche Kommunikation mit den bekannten Vertretern aus Bildungspolitik und Pädagogik eines sozialistischen Landes, das seit Beginn der 70er Jahre eine Bildungsreform in Gang gesetzt hat, die eine grundlegende Veränderung im Schul- und Hochschulbereich abzieht;
- Besuch von Schulen, wissenschaftlichen Einrichtungen und Schulen, die exemplarisch für den Fortgang der Bildungsreform in Polen stehen;
- wissenschaftlicher Gedankenaustausch mit polnischen Kollegen in einem Austausch, wie er durch Konferenzen im eigenen Land nicht möglich ist zu machen.


VE-Informationen
Von den im Auftrag der Kommission von Prof. Dr. D. Glowka, Dr. B. Krüger, Dr. M. Krüger-Potratz (alle Universität Münster) herausgegebenen "VE-Informationen" sind im Berichtszeitraum zwei weitere Ausgaben erschienen: Nr. 7 (Dezember 1980), Nr. 8 (Juni 1981).
Zum 8. Kongreß der DGE wird die nächste Ausgabe erscheinen.


Einladung zur Mitarbeit an der Kommission

"Erziehung zwischen den Kulturen"

1. Unter dem Thema "Erziehung zwischen den Kulturen" sollen Probleme behandelt werden, wie sie entstehen, wenn Sozialisations- und Erziehungsprozesse gleichzeitig von mehreren, unterschiedlichen Kulturen beeinflußt werden. Dazu gehört nicht nur die Problematik der Ausländerkinder und der Kulturexport, sondern auch die der Minori... en, der kulturell gemischten Elternhäuser...

BRITISH COMPARATIVE EDUCATION SOCIETY

Chairman: Mr. Raymond Ryba (University of Manchester)
Vice Chairman: Dr. Keith Watson (University of Reading)
Hon. Treasurer: Mr. Colin Brock (University of Hull)
Hon. Secretary: Mrs. Lorna Jenner Brightly Polytechnic

Tel. 0323 21400

The Annual Conference 1981 was held at the University of Durham. The topic was "Changing Priorities in Teacher Education" and the Presidential address was given by Dr. William Taylor (University of London).

The Annual Conference 1982 will be held at the University of Durham.
The topic will be announced shortly and British members hope that they will be able, as usual, to welcome old and new friends from Europe to this annual gathering of comparativists.

Regional Conferences were held in Worcester (Education and Society in Europe), Leeds (Aspects of Education in Latin America) and Hull (Education of Women and Girls in International Perspective). These conferences are proving to be popular, and plans for the 1982 programme are nearly complete.

World Congress. Plans for the package tour to the next World Congress are in hand, and as in 1980, European colleagues will be welcome members of the party.

European Co-operation. The British Society is both willing and anxious to join in co-operative activities with other European countries. One or two tentative suggestions are being explored. The B.C.S.E. can certainly help European groups wishing to visit the U.K. and will welcome ideas for joint ventures.

The Society’s Journal, «Compare» is published twice yearly and distributed internationally by Carfax (Oxford). Members receive free copies and European colleagues are most welcome to join the Society. The current issue is a ‘festschrift’ to Professor Edmund King (University of London) now Professor Emeritus, whose election to the CESE Committee has been greeted with pleasure in the U.K.

Other Publications include the Proceedings of the 1980 Conference, «Politics and Educational Change» (publication - Croom Helm). Copies at the reduced price of £3 can be obtained through the Treasurer. Proceedings of the 1981 Conference will also be published in book form.

DUTCHSPRING SOCIETY

On the 8th September 1981, the Dutch-speaking Society for Comparative Education (Nederlandstalig Gezelschap voor de Vergelijkende Studie van Opvoedings-en Onderwijs) (N.G.V.O.) organized a study day on the problem of the education for children of immigrants, under the title: «Transculturale opleiding».

On the 12th conference of the CESE this theme (multicultural education) has been proposed as the central study problem for the 11th conference that will take place in Würzburg (Germany) in 1983. In prospect of this conference, the Dutch-speaking society will organize a second studyday in the spring of 1982, on some differential aspects of this theme.

Dr. W. WIELEMANS
President M.G.V.O.

LACE

Several of the participants at the Xth CESE Conference in Geneva flew on to London to join the First International Conference of the London Association of Comparative Educationists at the University of London Institute of Education on the 26th and 27th of September 1981. The conference, on Methodological issues in Comparative Education was opened by Professor Brian Holmes, President of LACE, with a lecture on «Models and Muddles in Anglo-Saxon Comparative Education since 1950» and most of the remainder of the conference was devoted to simultaneous seminars, based on pre-prepared and pre-distributed papers. The papers included analyses of methodological debates and comparative educational solutions, in India by Dr. Oad; the Caribbean from Professor Bird of Antigua, and Greece from Dr. Matthieu of Athens. Dr. Mina from Egypt provided a paper on trends in the methodologies of the social sciences, and Ms. Sassiya Haouam from Algeria applied comparatively the methodologies of N. Hobs and B. Holmes to the problems of the Magreb.

A.J. Welch in Australia and to welcome Ben Hardwick's paper on the application of a model of teacher education to Austria. Chairpersons included Dr. Mewally from Egypt, Nuphar Savas from Turkey, Professor P. Shamsavany from Iran and Professor Vega from Venezuela. It was a real pleasure to have members present from Brazil, Japan, Nigeria, West Germany, and the Sudan. In all, over fifty members managed to attend. We will try to collect the papers together in a modest volume. Correspondence: Ms. M. Figureado, Secretary of LACE, c/o Department of Comparative Education, University of London Institute of Education, 20 Bedford Way, London, U.K.

PUBLICATIONS


AGENDA

21 - 25 März 1982
Thema: «Erziehung zwischen den Kulturen»
Information: Prof. Dr. F.W. Busch, Universität Oldenburg.
Schillweg 5, D 29022 Rastede, BRD.

13 - 15 mai 1982
Colloque de l'AFEC à Sèvres.
Thème: «L'évaluation des résultats des réformes éducatives»
Information: M. J.A. Auba, Directeur du CIEP, 1 avenue Léon Journault, F 92310 Sèvres, France.

2 - 8 August 1982
Eighth international congress of the World Association for Educational Research.
Thema: «Personality, Education, Society»
Information: University of Helsinki, Department of Education, Fabianinkatu 28 A, SF 00100 Helsinki, 10, Finland.

17 - 19 September 1982
Annual Conference of the British Comparative Education Society in Worcester.
SCHMIDT, Gerlind


SOLJAN Nikola Nikola & SEKOLIC Zdravko

VOS, J.F.
De middenschool in de jaren '80, Amsterdam, VU Boekhandel, 1981.

PARKER, F. & PARKER B.J.


BUNDER, Wolfgang & FREY, Karl

VON KOPP, Boho

MITTER, Wolfgang

VON KOPP, Boho

VON KOPP, Boho

TEILHAUG, A.O., SEIDENFADEN, F., HIGGINSON J.H. & KORNÉR, A.

KLASSEN, Theodor F.


VE informationen, Munster, n. 8, Juni 1981.


VARIÀ

Sussex European Research Centre

Dear Colleague,

The European Commission has invited the Schools Councils to organize a working conference on the theme of the European dimension in the 10-16 curriculum. The event will be under the direction of the Schools Council Curriculum Officer, Mr. Maurice Plaskow, and is to be organized with the help of the Schools Unit, Sussex European Research Centre, University of Sussex, and is likely to be held in Brighton, Sussex in December 1982.

The conference is intended as a contribution to the promotion of understanding and cooperation between teachers in Europe and a greater awareness and understanding of Europe in secondary schools. Its principal aim is to provide an opportunity for interested teachers and educationists from all over Europe to come together and share their experience and thinking.

The basic assumption underlying the event will be that the case for including Europe in the curriculum has been made and it is now time to demonstrate some of the ways in which it can most effectively be achieved.

The conference will take the form of working groups, (working languages English and French), and will focus on a number of themes which could include the following; comparative studies (comparisons of different European education systems and curriculum strategies); the European dimension to different subjects in the secondary school curriculum; patterns of teacher education; Europe and the wider world; international links and exchanges; vocational training.

It is hoped that the conference will produce a number of practical outcomes in the form of published papers on curriculum outlines, syllabus construction, resources, individual school case studies, guidelines for teachers and teachers' educators, recommendations for future action and curriculum strategies.

Above all it is hoped that the event will cement links between educators from all over Europe and provide a basis for future cooperation, discussion and exchanges.

At present planning for the conference is at the preliminary stage and we are anxious to make contact with organisations, institutions and individuals in Europe who would be interested in participating in and contributing to the event. We would particularly like to locate individuals in Europe who could submit papers relevant to the themes outlined above, curriculum outlines and materials or individual school case studies.

We would be very interested, for example, in seeing how curriculum aims and organizing principles are turned into practice. We would also welcome, for use as background documentation, copies of any papers currently in existence relating to the different educational systems of Europe and to any aspect of Europe in the curriculum. If you or anyone in your organisation or institution would be interested in attending the Conference, or could assist us by providing any information or documentation, we would be most interested in hearing from you.

Thank you for your cooperation.

Yours sincerely,

Dr. V. McGivney,
Conference Coordinator

*The Schools Councils for Curriculum and Examinations sponsors school-based research leading to improved teaching methods and changes in the curriculum. It monitors and makes recommendations to the Government regarding examinations. The Council also provides a national forum for public debate on curriculum and examinations.

Parlement Européen: Un programme communautaire dans le secteur de l'Education

A l'heure où, au niveau communautaire, une relance de la coopération entre les Dix dans le secteur culturel est à l'ordre du jour — témoin la présentation du projet Gerischer/Colo99mo —, le rapport de Mme Pas de GAIOUTI DE BIASÉ (PPE, It.) sur un programme communautaire dans le domaine de l'éducation, adopté le 2 décembre à Bruxelles par la commission de la jeunesse, de la culture, de l'éducation, de l'information et des sports du Parlement européen
réunie sous la présidence de M. Mario PEDINI (PPE, It.), prend un relief particulier.

Il est essentiel, affirme le rapport, d'instaurer une coopération systématique entre les politiques d'éducation des Etats membres de la Communauté afin que l'unité européenne puisse favoriser une meilleure compréhension réciproque entre les peuples, la circulation des idées et le dynamisme de la société européenne. La résolution qui sera examinée lors d'une prochaine période de session du Parlement européen invite la Commission à élaborer une stratégie globale de coopération qui porte sur l'orientation et la formation professionnelle ainsi que sur l'éducation et la formation permanente des adultes. Commission et Conseil devront par ailleurs promouvoir une action communautaire dans les secteurs où la coopération est de nature à contribuer à aider les Etats membres à rechercher des solutions aux problèmes sociaux communs.

La nécessité de cette coopération, affirme la proposition de résolution, ne doit pas être jugée contradictoire avec la réaffirmation de la compétence directe des Etats en matière de politique de l'éducation, compétence renforcée par la diversité des cultures ainsi que par le pluralisme des systèmes scolaires. La commission parlementaire estime que les traités constituent une base juridique et une impulsion politique appropriées pour le renforcement d'une telle coopération. Elle souligne toutefois l'insuffisance absolue des crédits accordés jusqu'à présent dans le cadre du budget, ainsi que la rareté des sessions du Conseil des ministres de l'Education.

Parmi les points essentiels du rapport de Mme GIOTTOI signales l'invitation qui est faite aux ministres de l'Education de poursuivre la reconnaissance des diplômes de tout ordre et de tout niveau ainsi que le rappel à l'engagement pris par le Conseil en 1976 au sujet de l'institution d'un livre scolaire européen, dont la mise en œuvre devrait être accélérée. La commission parlementaire estime qu'il convient d'accorder une grande attention aux expériences scolaires multinationales telles que le système des écoles européennes ou le baccalauréat international. La résolution confirme par ailleurs les priorités définies dans le programme d'éducation, parmi lesquelles on compte l'enseignement des langues, l'échange d'étudiants, la scolarisation des enfants de travailleurs migrants et enfin, la nécessité d'assurer aux femmes la pleine égalité de chances.

Le rapport estime enfin que, pour mener une politique de l'éducation efficace, il serait utile de développer une coopération entre l'école, les parents et les éducateurs. A cette fin, la Commission est invitée à présenter un rapport sur la participation des parents et des éducateurs à la gestion de l'école dans les différents Etats membres.

**ADDRESS UNKNOWN ADRESSE INCONNUE**

From the following members the **CESE Newsletter** was returned:

Des membres suivants le **CESE Newsletter** nous a été renvoyé par la poste:

- Mme Polynia Giannakopoulou, ép. Zagelka, Paris
- Mr. Y. Di Pholo, Paris
- Mr. A. de la Orden, Madrid
- Mme A. Chaton, Paris
- Mr. A. Thavenin, Paris
- Mr. H. C. Barnard, Reading
- Mr. D. Buckley, Hamburg

Mr. S. Mostafavi-Radjai, Teheran
Mr. Mostafa Mohamed Metwally, London
Mr. H. L. Bolt, Dharan (Saudi-Arabia)
Mr. H. Huyden, Wellington (New Zealand)
Mr. A.J.C. Kerr, Edinburgh
Mr. F. A. Fischer, Bietigheim (BRD)

If you know the exact address of these members, please let us know. Thank you. Y'a-t-il parmi nos membres quelqu'un qui peut nous donner l'adresse exacte de ces membres? Merci d'avance.

**VARIA**

Still available – Sont toujours disponibles – Noch vorrätig:

Proceedings of the CESE – Délibérations de la CESE – Beschlüsse der CESE:

3. The University within the Education System, Third General Meeting, Ghent 1987. Bfrs 250,-

**Xth CESE Conference**

**Würzburg (FRG)**

**3 – 8 July 1983**

Education and the diversity of cultures: the contribution of comparative education

L'éducation et la diversité des cultures : la contribution de l'éducation comparée

Erziehung und die Vielfalt der Kulturen : der Beitrag der vergleichende Erziehungswissenschaften

More information in the next Newsletter