12th CESE Conference:

The Impact of Technology on Society and Education.
A comparative Perspective.

L'impact de la technologie sur la société et l'éducation
dans la perspective de l'éducation comparée.

Die Technologie und ihre Auswirkungen auf Gesellschaft
und Erziehung. Eine vergleichende Perspektive.

1 - 5 July 1985
1 - 5 juillet 1985
1 - 5 Juli 1985

Antwerp (Belgium)
Anvers (Belgique)
Antwerpen (Belgien)
Professor George BEREDAY - A memory

I first remember meeting George Bereday in 1956 at the Schloss Leopoldskron Seminar on American Education. He was an exhilarating lecturer. He told me that he had once been a Polish cavalry officer and that image always came to my mind as I sat at his lectures; he could be breath-taking in his attack and exposition.

On one occasion we did a joint tour of schools in the Saizkammergut. I was asked in one class where the pupils were learning English to explain the game of cricket. George, not to be outdone, then proceeded to explain basketball. We finished with a chaotic classroom where activity prevailed, much to the consternation of the class teacher who was accustomed to an orderly and disciplined array of pupils.

Over the years we had many exchanges about the comparative studies of Michel Sadler and he was kind enough to send me copies of correspondence between the Chancellor of New York University and Sadler dealing with «the effort which is being made in New York to help the unemployed» in 1931. The Sadler anthology which I ultimately produced, owed much to him and our mutual friend Joseph Lauwers.

J.H. Higginson
Canterbury, Dec. 17, 1983

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Council of Europe School Programme 1984

The Council of Europe Secretariat informs us that the Council’s school programme in 1984 will consist of the five following main elements:

(i) educational research workshop on «The renewal of mathematics education in the primary school», Lausanne, 1-4 May 1984;

(ii) conference on «Education and training opportunities for the young school-leaver in Europe», Belfast, 14-18 May 1984;

(iii) educational research workshop on «Science and micro-computers in primary education»; Stirling, Scotland, 5-9 September 1984;

(iv) second Symposium on «Innovation in primary education in Western Europe», Noordwijk, the Netherlands, October 1984;

(v) colloquium on «The educational and cultural problems of migrant girls and women», Strasbourg, November 1984.
5 - 10 August 1984
7th World Congress of Applied Linguistics at Brussels (Belgium).
Theme: "The contribution of applied linguistics to international understanding.
Information: AILA World Congress 1984, University of Brussels, ITO/VUB, Pleinlaan 2, B 1050 Brussels, Belgium.

28 - 30 August 1984
SEFI Annual Conference at Erlangen-Nürnberg (FRG)
Theme: "The Impact of Information Technology on Engineering Education.
Information: SEFI, 51 rue de la Concorde B 1050 Brussels, Belgium.

3 - 7 September 1984
Annual Conference of the Association for Teacher Education in Europe (A.T.E.E.) in Linz (Austria).
Theme: "Teacher education and the changing school. La formation des enseignants et l'école en transition. Lehrerbildung für den Schulreform."

25 - 28 September 1984
13th International Symposium of the International Society for Engineering Education in Berlin (West).
Theme: "Ingenieurpädagogik.
Information: Universität für Bildungswissenschaften, Universitätstrasse 65, A 9020 Klagenfurt, Austria.

5 - 7 November 1984
Conference on "Lifelong Education initiatives in Mediterranean Countries."
Information: The University of Malta, Msida, Malta.

1 - 5 July 1985
12th CESE Conference in Antwerp (Belgium).
Theme: "The Impact of Technology on Society and Education.

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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:


Francis Mukhulu: Techniques and Strategies for Improving the Supervision, Assessment and Evaluation of the Competence of Student Teachers in the Kenya Primary Teachers Training Colleges. 1982.


Fidelis Mwirambo Munungwe: The Use of English as a Medium of Instruction in the First Three Grades of Zambian Primary Education. 1982.


Malack Aliyu Saleh: An Investigation into the Effectiveness of Teaching Mathematics in Primary One of Gambian Schools. 1982.

Margaret A. Mutiso: Towards Determining and Developing an Appropriate Video Programme for In-Service Training of Primary School Teachers in Kenya. 1982.


Mawaka Anci: An Examination of the Structure and Organisation of Teaching Practice in Primary Teachers Training Colleges in the People’s Republic of the Congo. 1982.


Namabad Wamuyimuna Munda: The Problems of Teaching and Learning the Mother-tongue as a Subject in Primary Schools of Zambia. 1982.


Mordoch Okio Amour: An Examination of Teaching Practice as a Component of Primary Teacher Training in Kenya. 1982.


Julius Macharia Waweru: Socio-Economic Background as an Influence Factor in Pupil’s Achievement in Primary Schools in Embu District, Kenya. 1982.


Esther A. Odeye: The Role of the Teachers Advisory Centres in the Qualitative Improvement of Teacher Education in Kenya. 1982.


THE ATHENA REPORT:

No more need to “Chercher la femme”?

While there remains a lot to be done before the proportion of females to males in engineering reflects better the male:female ratio in society, at least there is now an organised information base on which to assess the current statistical situation. Thanks to financial support from UNESCO, Claudio Comina, with the assistance of the SEFI Information Committee, has prepared a statistical survey and evaluation of current female enrollments in engineering institutions in Europe and of the output of female engineering graduates. Entitled in short “The Athena Report”, this study is the latest SEFI publication to appear, and can be ordered from the SEFI Secretariat (51, rue de la Concordie, B-1050 Brussels) at the price of 200 BF (for SEFI Members) or 250 BF (for non-members of SEFI), plus postage and packing.

Amongst the findings, the Report shows that first prize for female enrolments goes to Yugoslavia, with 21% women amongst its total student population in engineering, followed by Portugal and Greece (15%), and Finland (15%). In terms of absolute numbers, the Federal Republic of Germany leads, with over 20,000 female engineering and technology students in 1980. At the other end of the spectrum, the wooden spoon is held by Italy, with a mere 4.1%!

For further and illuminating findings, you are encouraged to purchase this Report, which consists of 77 statistical tables on seventeen different European countries, together with an introductory evaluation. The Athena Report is bilingual (English/French). It is a complementary study to one being undertaken, also with the financial support of UNESCO, by the European Federation of National Engineering Institutions (FEANI) on the number of practicing female engineers.