CESE

NEWSLETTER 6

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Comparative Education Society in Europe
Gesellschaft für Vergleichende Erziehungswissenschaft in Europa

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CESE Newsletter

Le 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 aperçu 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 aperçu 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. Zünden Sie nicht, teilen 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.
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 — favours 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 compels 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 common goal was another basis. It was the old-fashioned idea of the two thousand years of the «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 this 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 of 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 executioners, 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 COMARREE
Genève, 12-18 juillet 1981

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

Le vingtième anniversaire de l'Associa
tion d'éducation comparée en Europe sera marqué par sa Xe Conférence eu-
ropéenne d'éducation comparée. Organisée par l'Université de Genève dans les
départements d'UNI II, sous les auspices de la Confédération suisse, de l'UNESCO et de
de la Société suisse pour la recherche en
education, la conférence devrait per-
mettre — lors de conférences, de discus-
sions en groupe et d'ateliers — d'aborder
des questions comme:
- Qu'appor
tent les futurologues à la
création de l'évolution des


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 informa-
tions indispensables, mais d'ores et déjà,
compte tenu du coût de la vie à Genève
e du taux des changes en francs suisses,
les audiences du nombre suffisant de
chambres dans des résidences pour étu-
dants.

Responsable de l'organisation locale:

Professeur Pierre Furter
FPSE
Université de Genève
24, rue du Général Dufour
1211 Genève 4
Suisse
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 the 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 Institute of Occupational Training and the Department of Comparative Educational Investigation at the Institute of University and College Education. These institutes 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 theoretical 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 depending 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 Education is not a self-contained 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 seminar 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 subjects, 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, 8th 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 dissertation 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 additional three year postgraduate, 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 seminar work (30 hours) are a 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 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 Änpannten) Comparative Education intends first of all to develop methodological capabilities in regard to comparative educational research. Doctor candidates shall be inspired 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 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 educational fields, educational institutions usually 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 reflection on the organisation and methods in various courses in order to realize a higher degree of students' activities and initiatives in gaining 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 beteiligte sich mit drei Arbeitsgruppen an der Aufarbeitung der Gesamtthematik.

1. Pädagogische Begleitforschung
   - Erfahrungen und Perspektiven (Leitung: Prof. Dr. W. Stutter, Frankfurt)
   - Erfahrungen aus Projektverläufen
   - Ansätze von Bildungsplanung und Bildungsforschung
   - Antizipation der Entwicklung
   - Die Zukunft der Begleitforschung aus der Sicht der Bildungswissenschaft
   - Abschließende Podiumsdiskussion

2. Fragestellungen der Vergleichenden Erziehungswissenschaft zwischen Politikberatung und Theoretikern
   - Anspruch (Leitung: Prof. Dr. D. Gowlock, Münster; Prof. Dr. J. Schreiber, 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 innenpolitischen 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
   - Die Bildungsforschung und Bildungssystem in der DDR
   - Bemerkungen zur gesellschaftlichen Situation in Vergleichender Bildungsforschung

Zur Vorbereitung der Diskussionen waren einige der für die Arbeitsgruppen zugewiesenen Themen in Zusammenarbeit mit 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.

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

HIGGINSON, J.H.

BAUMERT, J., u.a.

KING, Edmund J.

ERDMENGER, Manfred


VAN DAELE, Henk

KOPPENHÖFER, Peter
Höhere Schulen und Ausliebe. Untersuchungen zur sozialen Herkunft der höheren Schüler Badens (1834/35 - 1890).

MITTER, Wolfgang

NOVIKOV, Leonid


Revista internacional de paises socialistas, La Havanna, XVIII, 1979, n. 2. Theme: La Educación superior contemporánea.


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

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

SACHSNEIMELER, Peter

AFRICAN CURRICULUM ORGANISATION

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

ANDERSON, Gary J. and LAUWERS, Joseph A.

SRIVASTAVA, H.S.
Examination reforms in India, Paris, Unesco, 1979 (Experiments and innova-
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!

ANKUNDEUNG

Zum 70. Geburtstag von Isabella Rüttenauer, Prof. em. für Pädagogik/Vergleichende Erziehungswissenschaft an der ehemaligen Pädagogischen Hochschule Westfalen-Lippe, Abt. Münster, erscheinen Ende 1979: (Schriften... Beiträge und Studien zur Vergleichende Erziehungswissenschaft und Lehrerausbildung), hg. von Prof. Dr. F.W. Busch, Oldenburg, 672 S. Der Band enthält 29 Aufsätze, die von Freunden, Kollagen und Schülern von Isabella Rüttenauer verfasst haben. Der Band erschien in begrenzter Auflage und kann zum Selbstkostenpreis (DM 50.00) beim Herausgeber (2902 Rastede 1, Schiffweg 5) bestellt werden.

INTERNATIONALEN KONFERENZ IN OLDENBURG


Neben Plenarvorträgen von Bildungspolitikern und Wissenschaftlern (u.a. Minister Dr. Remmers, Prof. Dr. Brus, Nijmegen, Prof. Dr. H. von Hentig, Bielefeld) wird auch das Thema des Kongresses in 19 thematisch unterschiedlichen Arbeitsgruppen ausgearbeitet. Das Ende 1979 verschickte Call für papers hat eine unerwartete große Resonanz gefunden und zu über 50 Anmeldungen für Beiträge und Informationspapieren geführt. In diesen

DIRECTORY OF EDUCATIONAL DOCUMENTATION AND INFORMATION SERVICES. PREPARED BY THE INTERNATIONAL BUREAU OF EDUCATION, PARIS, UNESCO, 1979 (IBIECSA)

EDUCATIONAL DOCUMENTATION AND INFORMATION. BULLETIN OF THE IBIE, PARIS-GENEVA, LIV, 1980, N. 214


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La CESE a besoin de votre aide pour poursuivre son travail et renforcer ses activités et ses services.

MERCI D'AVANCE POUR VOTRE COOPÉRATION.

JAHRSONSBEITRAG 1980

CESE Mitglieder werden gebeten, ihren Jahresbeitrag für 1980 (650 BF) auf folgendes Konto zu überweisen:
Banque Bruxelles-Lambert
310-006561-30
Wir brauchen Ihre Unterstützung um die Aktivitäten und Dienste der CESE zu verstärken.
Besten Dank im voraus für Ihr Entgegenkommen.

CHANGE OF ADDRESS

As from January 1, 1980, the CESE office has been transferred to:
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