CESE

NEWSLETTER 9

Ed. rosp.: H. VAN DAEL

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Comparative Education Society in Europe
Association d'éducation comparée en Europe
Gesellschaft für Vergleichende Erziehungswissenschaft in Europe

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, Senden 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 1981
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7. Varia
CONFERENCE

Xe Conférence de l'Association d'éducation comparée en Europe
Genève, 20-23 septembre 1981

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

UNI II
24, rue Général Dufour
Genève

Pour toute information s'adresser:
Secteur «Développement et planification des systèmes de formation»
Prof. Dr. Pierre Furer
Université de Genève
Suisse

PROGRAMME GENERAL (provisoire)
Dimanche, 20 septembre
Arrivée des participants
Inscription
soirée: Séance officielle d'ouverture
Cocktail de bienvenue.
Lundi, 21 septembre
Matin: Séances scientifiques
Après-midi: Travail en ateliers
Soirée: Réception.
Mardi, 22 septembre
Matin: Séances scientifiques
Après-midi: Travail en ateliers
Soirée: Réception.
Mercredi, 23 septembre
Matin: Séances scientifiques
Après-midi: Assemblée générale de la
CESE
Séance d'anniversaire du XXe anniver-
saire de la CESE
Soirée: Réception.
Jeudi, 24 septembre
Départ des participants
Eventuellement excursions.

1. Études de cas nationaux:
La Suisse: par M. A. Grettler
L'Italie: par le Prof. M. Mencarelli
La France: par Messrs. M. Debeaufrais et
S. Rivero
La Grande-Bretagne: par M. P. Raggatt
La R.F.A.: par Dr. B. Krüger
L'Espagne: par M. V. Garcia Hoz
La Hollande et la Belgique: par Messrs.
J. Branger et W. Wielemans

2. Thèmes généraux:
La place de l'éducation comparée dans
les sciences de l'éducation, Dr. Cowen,
Institut d'éducation Université de Lon-
dres.
Les sciences de l'éducation dans la for-
mation des enseignants, Prof. Egge,
CESDOC, Palais Wilson, Genève.
Des sciences de l'éducation ou une science de l'éducation, Prof. Mitter,
DiPP, Frankfurt am Main.

3. Ateliers déjà prêvus:
L'analyse de système dans les sciences de l'éducation, Michel Carton, FaPSE,
Université de Genève.

La méthode d'analyse des dimensions territoriales de la formation, Prof.
Orefice, Université de Napoli.
Futurologie et sciences de l'éducation,
Prof. J. L. Garcia Garrido, Université de
Barcelone, Dr. S. Rassegh, IIEP, Paris.
L'apport de l'économie de l'éducation aux sciences de l'éducation, Dr. Hanhart,
FaPSE, Université de Genève.
Aucune communication ne pourra être acceptée après le 30 juin 1981.
Langues de travail et interprétation:
français-anglais-allemand

Tenth General Conference of the Comparative Education Society in Europe.

The Future of the Educational Sciences: Theoretical and Institutional Issues
Uni II (University of Geneva)
24, rue Général Dufour
Geneva

For all information, please contact Prof.
Dr. Pierre Furer, Department «Dévelop-
peement et planification des systèmes de
formation»
University of Geneva
Switzerland

General Programme
Sunday, 20 September
Registration
Evening: Opening address, Official
Reception.
Monday, 21 September
Morning: Scientific Sessions
Afternoon: Working Groups
Evening: Reception.
Tuesday, 22 September
Morning: Scientific Sessions
Afternoon: Working Groups
Evening: Reception.

Registration fee:
Are included: programme, documents and proceedings.
 Coffees and tea during the conference.

Non-CESE members
Non-membres de la CESE

CESE members
Membres de la CESE

Students: Etudiants

Bank/Banque
Pour la Suisse

Compte postal 12-9778
Université de Genève
UNI II
Comptabilité compte no. 78 01 46

Droit d'inscription:
Sont inclus: le programme, les documents et les actes.
Le café et le thé pendant la conférence.

Before/avant
After/après
30.6.81
1.7.81

100 FS
150 FS

60 FS
90 FS

40 FS
60 FS

Other countries
Pour les autres pays

Swiss Bank Corporation
Université de Genève
Comptabilité compte no. 78 01 46
The future of the Comparative Education Society in Europe.

The CESE will this year celebrate its 20th anniversary. It is in a state of relative good health. Its membership oscillates around 300, the Newsletter maintains regular contact with members and many non-members, it serves as a platform for contact and exchange among comparative educationalists in Europe and in many countries of the Third World.

Nevertheless, its position remains fragile. In the first place because it is not an established institution with a full-time management team, a programme, and the institutional and financial means to achieve its goals. Of course, its founders have never meant it to become an organisation in the above sense. For a long time CESE as an institution has survived thanks to the informal, but very real administrative support that a few of its outstanding members succeeded in musterings: its successive Presidents used their universities’ services, Prof. Brian Holmes assured for ten years the secretariat at the London University Institute of Education, Prof. Detlev Glöckner at the Max Planck Institute of Educational Research in Berlin produced for many years the Newsletter.

1958 and after have directly affected the future of the Comparative Education Society in Europe. Without becoming pathetic, one can safely state that the changing position of university professors has, among many other effects, resulted in curtailing their ability to use their institutes’ resources in favour of professional associations such as the CESE.

The association with the Institute of Education of the European Cultural Foundation that I, when still a secretary of the CESE, have negotiated some six years ago, provided us with the administrative and financial support that we needed in order to maintain an acceptable level of activities. I recall that the Foundation has provided us in the first years of the agreement with administrative support and a direct subsidy for a total of HFl. 15,000 (or approx. US$ 7,500) per year and since 1980 for HFl. 20,000 per year. The conditions of the agreement were very favourable: the Foundation did not impose any restrictions of conditions. Its sole purpose was to create in Brussels a centre (the word is used here in a very loose sense) of European associations working in the field of education. Such an endeavour was in fact fully in line with the overall philosophy of the European Cultural Foundation.

As from 1982 however, the support of the Foundation will gradually be phased out. The reasons are several: economic stringencies have also hit the European Cultural Foundation. Furthermore, the number of associations that have joined the Brussels endeavour has, unfortunately, remained very limited. Under these conditions, it has appeared to the Foundation that the support that it had until now provided to associations such as the CESE was not longer justified. The precise conditions of the phasing-out process have still to be negotiated. At any rate, however, the subsidy for 1981 will be fully guaranteed.

In the wake of the above agreement, the CESE has acquired legal status under Belgian law. Incidentally, one of the implications of this is that one of the Committee members (or the secretary) must be Belgian. Alternatives to the now ending agreement should therefore to my mind in the first place be sought in Belgium. Brussels offers several advantages, such as the fact that Brussels is also the seat of the European Communities. A return to the old tradition of a «mobile» CESE, moving along from country to country and from university with its President and/or its Secretary, is to my judgment not longer viable. In the few months until the end of my mandate as a CESE President I will together with the Secretary and the Committee explore any possibilities that may offer reasonable material guarantees as well as maintain our academic independence. In this context, we will in particular seek to become recognised by Unesco as a non-governmental organisation (NGO).

One consolation is that thanks to the generous support of the European Cultural Foundation and in spite of the fact that a revived and qualitatively good Newsletter has absorbed a great deal of our resources, the CESE financial situation is healthy. Very careful, almost stingy, financial management by Prof. Henk Van deele, the Secretary-Treasurer, explains for a great deal this relatively favourable situation. On the other hand, however, it must be remembered that the fee income from members is hardly sufficient to pay for one yearly meeting of an already in size restricted CESE Committee.

Or, in other words, there would be no money whatsoever left for administrative expenses (secretary, office space, mailing costs) and the production of a Newsletter would have to be discontinued.

Should new external financial support not be found, the CESE will be obliged to call on the generosity of its members. In the past, generous donations have at several occasions been received from individual members. In times of social insecurity such gestures may seem of another age. But perhaps new forms can be found that correspond to contemporary values. Our Belgian status as non-profit-making organisation may in this context be of avail.

At any rate, however, I am fully confident that the CESE will survive. Rests to me the pleasant duty to thank the European Cultural Foundation and in particular Dr. L. Cersoy, Director of the Paris Institute of Education, for an unfulfilling moral and financial support.

Denis Kallen
President of the CESE

MICHAEL SADLER and ISAAC KANDEL
Master and Pupil

By Dr. J.H. Higginson, formerly Warden of Sadler Hall in the University of Leeds

Isaac Kandel once told me that it was when he sat at the feet of Professor Michael Sadler in the University of Manchester in 1906 that the window on Comparative Education was opened for him. At the time Michael Sadler had left his pioneer research post in foreign studies at the Office of Special Inquiries and Reports and he was occupying a specially created part-time Chair as Professor of the History and Administration of Education - the first of its kind in England.

Isaac Kandel had gained a first class degree in Classics and a university scholarship. In 1906 he also completed the Teachers Diploma course to which Sadler contributed 24 lectures on The History of Education in England 1800-1911, (1) a course which reflected throughout his pioneer studies in Comparative Education as the first Director of the Office of Special Inquiries and Reports. Long afterwards Isaac Kandel remembered these lectures and in a letter to the writer in 1953 he wrote: «That Sadler was familiar with the development of American education is quite clear. He also paid tribute to the influence of American education in England - see the section on this influence on the education of girls and women in Outlines of Education Courses in Manchester University, pp 77/78».

When we look up this reference we find a detailed section, under the heading Influence of American Education, beginning with the Moravian School for girls, Nazareth, Pennsylvania 1750, and ending with Radcliffe College, that affiliated women’s college of Harvard University, chartered to give degrees in 1894.

In the same correspondence Kandel drew attention to the occasion of the third visit of (by then Sir) Michael Sadler
to the United States of America. Kandel writes:

«He always referred to Horace Mann, Henry Barnard, W. T. Harris, John Dewey, the U.S. Bureau of Education and Chautauqua and other summer schools».

Kandel also observes:

«Sadler’s best statement on the significance of Comparative Education was made in a lecture in 1900 How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education? (2). Many years later after Sadler’s death Kandel referred to this lecture again commenting:

«His lecture delivered in 1900 How Far We Can Learn Anything of Practical Value from the Study of Foreign Systems of Education? should be a vade-mecum for every student and writer in the field of Comparative Education».

On the eve of his third visit to the United States of America Michael Sadler had produced, at the invitation of Isaac Kandel, an article on The Philosophy Underlying the Systems of Education in England (3), a paper that still receives as one of the most penetrating diagnoses of the Englishness of English education. It is much reflected in the three lectures on The Outlook in Secondary Education which Sadler delivered to the Faculty and Students of Teacher’s College, Columbia University, on March 26th, 27th and 28th, 1930. In the first of these lectures, entitled Progress and Pitfalls, Sadler, in a panoramic survey beginning:

«But the United States, more than any other country, has given drive and momentum to the new trend of educational thought and administration» concludes:

«...and the Educational Yearbooks issued under Dr. Kandel’s editorship by the International Institute of Teacher’s College are the best telescope through which the student can now sweep into his vision the educational changes of the world». It was wholly appropriate when Dr. Lynda Grier’s book Achievement in Education: The Work of Michael Ernest Sadler 1895 - 1935 appeared in 1952, that Professor Ermirus L. Kandel of Columbia University, produced a lengthy review which he opened with the comment:

«It is difficult to believe that a generation has grown up which has not come under the spell of Sadler’s wise and warm humanity».

This review is an excellent example of Kandel’s critical grasp and his power of lucid exposition. At the outset he recognises the daunting task which has faced Dr. Grier because:

«There are few educators in England or elsewhere with so many-sided yet interlocking interests in education, in art, in civics, and in international affairs".

The themes which Kandel selects for comment show a characteristic reflection of his own major interests - secondary education, the concept of a liberal education, unity and diversity in the structure of educational systems. He praises Dr. Grier for her choice of quotations, especially that in which Sadler makes a noble and eloquent tribute to the teachers’ calling». Kandel points out that Dr. Grier brings the story of Sadler’s achievement down to 1935 only, and he adds:

«But his achievement did not stop at that point for he gave his support to a direction in educational research which, though not new, had never been undertaken on such a scale. He served from 1931 to 1937 as chairman of the English Committee of the International Examinations Inquiry Committee and gave the fullest measure of support to his old friend Sir Philip Hartog, who directed the technical research. That he had a complete grasp of the meaning and place of objective studies of educational issues he manifested at the conferences held in connexion with the inquiry. He would, however, have deplored the current emphasis on this type of research at the expense of the study of other, aspects of education».

This may be a testimony to Michael Sadler but it can be read equally as a statement of convictions by the author of volumes like The New Era in Education and American Education in the Twentieth Century. Incidentally on the occasion of the reprinting of Comparative Education Kandel wrote to the writer:

«My Comparative Education, while still sound for the general background, is out of date on details. The publishers reprinted it without consulting me or giving me a chance to revise it».

At the end of a letter written a little before his review of Dr. Grier’s book Kandel remarked that a friend of his in the University of Southampton, was planning an anthology of Sadler’s most important writings, adding the comment that it was a book that Sadler himself told me he had in mind to prepare». Sir Michael Sadler died in 1943 with this intention unfulfilled. Kandel concluded his eloquent and appreciative review with the words:

«He had planned in his later years to collect and publish what he considered his most important contributions to educational literature; this task unfulfilled by Sadler should be undertaken with the assurance that whatever is selected will have permanent value and significance».

Kandel’s faith and appreciation of his Manchester mentor was not entirely shared by publishers who wished to be sure of profit-making publications. We had to wait until 1979 when a young enterprising team in Liverpool - International Publishers Ltd. undertook the risk of publishing an anthology which aims at preserving the best of Sadler’s thought, and which records his debt to the initiative of American studies in Comparative Education in general, and to Isaac Kandel in particular (5). Fittingly, Kazarnias and Massilas in 1965 identified the relationship of Michael Sadler and Isaac Kandel. They wrote:

«Of the nineteenth century pioneers, Michael Sadler stands out as the forerunner of the methodological approach that characterised comparative studies in the twentieth century. The Sadlerian principles have become the cornerstone of the theoretical orientation of twentieth century comparative education. This is most clearly evident in the work of the most representative and best known contemporary comparative educator, namely I.L. Kandel» (6).
Liste alphabétique des communications.

Josette ADDA: La réforme des mathématiques modernes.

Jean Marie ATANGANA MEBARA: La recherche pédagogique peut-elle promouvoir le changement dans les systèmes éducatifs?
- Réflexions sur les difficultés de la recherche pédagogique à promouvoir le changement en éducation (le cas des pays en développement).

BEBBE NJOH: La réforme éducative du Cameroun et le problème de l'intégration des deux systèmes scolaires.

Mireille ETAIX: Analyse critique de l'éducation télévisuelle et de la réforme de de l'enseignement: changement éducatif et social en Côte d'Ivoire.

Sarella ENRIQUEZ: Les réformes éducatives: technocratie versus participation.

Avigdor FARINE: Réformes de l'éducation ou retour à l'éducation de base?


Ruth HAYOE: La création de l'Université de Fedan de Shangai: conflits et compromis.

Denis KALLEN: Recherches et réformes en éducation: quelques réflexions.

Michel DEBEAUVIAIS: Réformes «actionnelles» et réformes «modernisantes».

Ettore GELPI: Réformes dans le Tiers Monde.

Pierre LADERRIERE: D'où viennent les idées de réforme? Comment se propagent-elles?

Jean LAMOURE: Genèse et cycle de vie d'une réforme dans l'enseignement technique français: le cas des I.U.T.

Jeanne LAMOURE: La réforme comme expression du rapport des forces entre acteurs sociaux.

LE THANK KOHLOI: Les changements éducatifs.

Paul LOUPIAS: La pédagogie par les objectifs comme outils de réforme pédagogique.

Thierry MALAN: Les réformes de l'éducation.

Emmanuelle PAUTLER: Théorie et réalité comparées entre les Compréhensive Schools britanniques et le Collège Unique Français.

René RICHARD: Réformes éducatives: acteurs sociaux et forces en présence: le cas du Zaïre.

Rajaorisoa RAOILISON: Réflexions sur l'éducation et le travail dans le cas de l'économie africaine traditionnelle.

Santiago RIVERO: La réforme Haby.

Quang Nam THAI: Les réformes de l'éducation en République socialiste du Viet-Nam.

6 - 10 juillet 1981
Congrès mondial des sciences de l'éducation, à Trois-Rivières, Québec, Canada.
Thèmes: (L'école et les valeurs) - (Values and the school).
Information: Université du Québec à Trois-Rivières, Département des Sciences de l'Éducation.
Case postale, 500, Trois-Rivières, Québec, Canada G9A 5H7.

15 - 18 July 1981
7th International Conference on Higher Education.
Thème: «Improving University Teaching».
Université de Tsukuba (Japan).

27 - 31 July 1981
3rd World Conference on Computers and Education in Lausanne, Switzerland.
Information: Prof. B. Levrat, Uni II, 24 rue Général Dufour, CH 1211 Geneve 4, Switzerland.

4 - 6 August 1981
INSEA Conference at Nargol, India.
Thème: (Ideology, Learning and Evaluation of Creativity in Education)
Information: K. Vyas, Sincérité Education, Bhilad (Distr. Valsad), GUJARAT, India.

10 - 16 August 1981
24th INSEA World Congress in Rotterdam (Holland)
INSEA: International Society for Education through Art.
Information: BKK, Emmaplein 2, 1075 AW Amsterdam, Holland.

21 - 25 August 1981
4th World Conference on Gifted and Talented Children in Montreal, Québec, Canada.
Information: Gifted Secretariat, 772 Sherbrooke Street West, Montreal, Canada H3A 1G1.

7 - 11 septembre 1981
6ème Conférence ATEE à Neuchâtel, Suisse.
Thème: (Stratégies d'interactions entre l'information et les enseignants et l'innovation à l'école).

8 September 1981
Thème: (Transcultural Education)
Information: Prof. W. Wielensmans, KUL, Veesiusstraat 2, 3000 Leuven, Belgium.

20 - 23 September 1981
Tenth General Conference of the CESE, Geneva.

27 - 30 septembre 1981
Thème: (Les politiques éducatives dans leur contexte historique: facteurs sociaux, économiques, politiques, culturels).
Information: Service d'histoire de l'éducation de l'Institut national de recherche pédagogique, 29, rue d'Ulm, 75230 Paris.


LACE Newsletter, London, 1981, n. 2


VARIA

Death of Prof. M. Hirotaka.
We regret to report the death of Professor Dr. Hirotaka on March, 10, 1981. Prof. Masunori Hirotaka had been confined to hospital since December 1980, but we all hoped that he would make a speedy recovery.

We all feel the loss of Professor Hirotaka, who was both a great educator and a distinguished promoter of comparative education. Last year, he presided over the 5th World Congress, of which the success was mainly due to his outstanding contribution.

We would like to express the sincere sympathy of all members of the Comparative Education Society in Europe to our Japanese colleagues and to the family of the late Professor Hirotaka.

Prof. Dr. Odive Decroly
1981 is the International Year of Disabled Persons. This year coinciding with the 110th anniversary of the birth of Prof. Dr. Odive Decroly (1871-1932) a postage stamp bearing the effigy of that leading exponent of the New School Movement has been published by the Belgian Post Office.

Good-bye to Ruth WILLEM and welcome to Betsy JACKERS
Ms. Ruth Willems, who has been working with CEE for the past three years, has decided to leave Brussels in mid-March for a new post in the Netherlands. She has served the Society exceptionally well during a difficult period, and in wishing her well for her future activities we should not like to let her departure slip by without thanking her publicly on behalf of all our members. Ms. Willems' successor in the secretariat will be Ms. Betsy Jackers, who joins us after several years' experience in industry and commerce. A language graduate, Ms. Jackers is fluent in Dutch, French and English, and with a good knowledge of German and Spanish; she should be well equipped to cater for CEE's broad linguistic spread.

Address Unknown – Adresse inconnue
From the following members of the CESE Newsletter 8 was returned:

Prof. Dr. Odive Decroly
81 Figaro, Genova, Italy.

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.

ADVERTISING:
current rates and specifications may be obtained by writing to the CESE secretariat.

L'«Open University» prévoit un cours sur l'Éducation en Europe.

L'«Open University» (UK) envisage l'introduction d'un cours qui serait intitulé «Éducation en Europe». Ce cours serait destiné aux enseignants, aux administrateurs et aux autres groupes professionnels concernés par l'éducation en Grande-Bretagne et dans d'autres pays européens. Il examinerait des problèmes sociaux et pédagogiques dans un contexte européen, établirait le degré de similitude des problèmes par delà les frontières nationales ou dans quelle mesure les problèmes et les lignes de conduite doivent être spécifiques aux diffé-
ents pays. Les possibilités alternatives seront étudiées. Le cours fournirait des indications sur les pratiques pédagogiques en cours, appuyées par des analyses ainsi qu’un cadre de discussion des problèmes actuels comme le passage de l’école à la vie active, le pluralisme culturel, le contrôle et l’établissement des programmes scolaires, le fonctionnement des écoles et le développement de l’enseignement supérieur. Le cours examinerait également les implications pédagogiques de l’appartenance à la Communauté Européenne et les problèmes posés par le développement de l’enseignement des langues étrangères et des études européennes dans les programmes ainsi que les initiatives qu’ont été prises - comme pour l’éducation des enfants de migrants.

Le cours préparé bénéficierait des avis des collègues en Europe. Il s’agirait d’établir, dans un premier temps, quel serait l’intérêt suscité pour un tel cours et par après les possibilités d’utilisation de ce cours, en indiquant quels chapitres seraient les plus intéressants.

Tous les commentaires à ce sujet sont les bienvenus et doivent être adressés à:
Peter Raggett
Faculty of Educational Studies
Open University
Walton Hall
Milton Keynes MK7 6AA
England.

AU PARLEMENT EUROPEEN

Le choix du siège des Jeux Olympiques, l’éducation des enfants des travailleurs migrants et les activités de l’Institut universitaire européen de Florence ont été quelques unes des questions qu’a examinées la commission de la jeunesse, de la culture, de l’éducation, de l’information et des sports du Parlement européen, au cours de la réunion qu’elle a tenue à Bruxelles les 18 et 19 mars 1981 sous la présidence de M. Mario PEDINI (PPE, it.). Les parlementaires ont également procédé à un échange de vues sur la protection du patrimoine culturel et sur le programme communautaire dans le secteur de l’éducation.

La commission a examiné le problème de l’éducation des enfants, des travailleurs migrants sur la base d’un rapport de Mme Phil VIEHOF (soc., néerl.). Des précisions ont été demandées à la Commission européenne sur l’application, dans les États membres, de la directive de 1977 contenant ces dispositions relatives à la scolarisation des enfants des travailleurs migrants et assurant, entre autres, l’enseignement de la langue de la culture d’origine des enfants. Ces dispositions ne concernent que les citoyens ressortissants des pays membres de la Communauté mais certains orateurs et le représentant de l’exécutif lui-même ont souligné la nécessité d’en étendre l’application aux enfants des migrants des pays tiers.

Les députés ont, après cela, examiné un document volumineux sur l’institut universitaire européen de Florence élaboré par M. Olaf SCHWENCKE (soc., al.). Un débat s’est engagé à ce sujet, auquel a également participé le Recteur de l’Institut, M. KOHNSTAM. Le rapporteur a porté un jugement globalement positif sur les activités de l’Institut mais a cependant formulé une série de propositions visant à en renforcer la structure et à en élargir le champ de l’action. L’Institut devrait cesser d’être une institution intergouvernementale pour devenir une institution communautaire et être par conséquent financé par le budget de la Communauté. Il est également proposé que le Parlement européen dépose ses archives historiques auprès de l’université européenne de Florence, comme la Commission européenne a d’ailleurs déjà décidé de le faire.

**Annual Membership Fee**

CESE members are requested to pay their 1981 fee (650 Belgian Francs) to the CESE account:
Banque Bruxelles-Lambert 310-0065813-30.
CESE needs your support to be able to develop and strengthen its activities and services.
Thank you in advance for your cooperation.

**Cotisation annuelle**

Les membres de la CESE sont priés de payer leur cotisation pour 1981 (650 FB) au compte suivant:
Banque Bruxelles-Lambert 310-0065813-30.
La CESE a besoin de votre aide pour pouvoir développer et renforcer ses activités et ses services.
Merci d’avance pour votre coopération.

**Jahresbeitrag 1981**

CESE Mitglieder werden gebeten, ihren Jahresbeitrag für 1981 (650 Bfrs) auf folgendes Konto zu überweisen:
Banque Bruxelles-Lambert 310-0065813-30.
Wir brauchen Ihre Unterstützung um die Aktivitäten und Dienste der CESE zu verstärken.
Besten Dank im voraus für Ihr Entgegenkommen.

Still available – Sont toujours disponibles – Noch voraus:
Proceedings of the CESE – Délibérations de la CESE – Beschlüsse der CESE:
Bfrs 250,-

Bfrs 250,-

3. The University within the Education System, Third General Meeting, Ghent 1967.
Bfrs 250,-

Bfrs 250,-

Bfrs 250,-

Bfrs 250,-

Bfrs 350,-

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**Prof. Van Gelder is dead**

Just before going to press we received the sad news of the death of Prof. Dr. Leon Van Gelder. Prof. Van Gelder was born in Amsterdam in 1913. Being a schoolteacher, he took his degree in education; in 1964 he took a chair of general and comparative education at the State University of Groningen, the Netherlands. Prof. Van Gelder was a very regular participant at the CESE Conferences and a very active member of our Society. We ask Mrs. Van Gelder to accept our most sincere condolences.
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