

Ulrich Baumann, Volker Lenhart, and Axel Zimmermann (eds.) *Vergleichende Erziehungswissenschaft* (Wiesbaden: Akademische Verlagsgesellschaft, 1981, xiii & 293 pp.)

Publishing a *Festschrift* constitutes a most venerable academic tradition in Europe. Former students of prominent scholars, as well as their colleagues, submit articles on their own research for compiling a book of collections in honour of the celebrated academician. The present volume *Vergleichende Erziehungswissenschaft* (Comparative Education) has been published on the occasion of the 65th birthday of Professor Hermann Roehrs (Heidelberg), one of the founders of the Comparative Education Society in Europe in 1955.

Twenty-five papers by authors from all over the world reflect a wide variety of viewpoints. Among the most renowned contributors are B. Holmes, O. Anweiler, W. Mitter, B. Suchodolski, and E. King from Europe, G.Z.F. Bereday and R.F. Lawson from North America, B. Fraser and S. Fraser from Australia, and M. Murai from Asia. Grouping the various contributions proved to be a very difficult task for the editors. The first cluster of eight articles examines contemporary issues of a methodological nature, followed by six essays dealing with educational reforms in industrialized countries. In part three, eight authors address themselves to problem areas in international education and development education, while the final section, called Contemporary Studies on Childhood and Adolescence, consists of three papers. A list of Hermann Roehrs' numerous publications is included in an appendix.

Nine contributions are presented in their original, English version, namely Holmes' "The Social Functions of Comparative Education", Pikas' "How to Introduce Symmetric Interaction into International Education", Landers' "The New Federal Department of Education: A Significant Change in American Educational Administration", Weiler's "The Fallacies and Prospects of Educational Planning: Reflection on a Shopworn Craft", Henderson's "The Teaching of World History--An Ingredient of International Pedagogy", Brann's "Triglossia for Language Planning in Education in West Africa", Barbara and Stewart Fraser's "Population, Education and Children's Futures", King's "The Young Adult Frontier: Its Significance for Educational Reform", and Bereday's "Juvenile Delinquents, the Deprived, and the Acculturation Process".

The discussion of methodological issues has become a major concern among German comparativists. Accordingly, the first part of the collection sets the stage for the remainder of the book: Baumann (Heidelberg) emphasizes the similarities which he sees between Comparative Education and History, particularly in terms of their methodological and epistemological premises. If meaningful results are to be obtained, objective-positivistic research methods have to be supplemented by subjective-phenomenological approaches. The two following papers vary this theme. Poeggeler (Aachen), in arguing that comparison is an integral part of any comprehensive study of the social sciences and the humanities, proposes to include comparative studies in all the academic education programs. As far as the utility of comparative research is concerned, Holmes (London) distinguishes between the 'pure' scientist, trying to understand the (educational) world, rather than changing it, and the 'applied' scientist who helps in policy formation. Although he sees the need for applicable research results, there has also to be room for academic comparativists who see their task in critically analyzing social (and educational) policies. In other words, the delicate balance of academic freedom and the expectations of government agencies has to be safeguarded.

A perfect example of Holmes' contention is provided by Zimmerman (Heidelberg) who examines the status of comparative education in France. Pragmatic rather than theoretical concerns characterize a system of institutions that are by and large non-academic, emphasizing empirical and quantitative research. Attempts to house comparative education in universities are still very sporadic.

A second prominent topic in West-German comparative studies derives its rationale from the existence of two German educational systems. Both Anweiler (Bochum) and Mitter (Frankfurt) examine the problem of comparability in countries of similar or fundamentally different political orientation. Whereas Anweiler concentrates on research with focus on the two German systems and tries to establish criteria for meaningful comparisons, Mitter outlines specifically how comparative research in the area of lower-secondary education could be structured. Another research proposal, this time of an intra-systemic nature, is presented by Lenhart (Heidelberg). He presents a detailed project for comparing historiography in American and West-German education.

The last contribution of the first part is the paper by Pikas (Uppsala). Focusing on attitudinal change through international education, he presents a model of three motives that are normally part and parcel of international education programs. He advocates strengthening the motive of mutual benefits or "constructive symmetric interaction", rather than solely concentrating on altruistic or egoistic objectives.

Six case studies constitute the second part of the book. Landers (Washington) and Lawson (Calgary) discuss educational change in the United States: the former elaborates on the details of the new Department of Education, while the latter examines the development of post-secondary academic institutions. Emphasis is here on recent changes, such as 'cluster colleges', modifications of the semester system, collaboration of universities in specific scholarly endeavours, new modular systems in academic curricula, etc.

Sweden's educational reforms are analyzed by Juettner (Munich). Specifically the proposals for delaying differentiation at the secondary level and for bridging the gap between academic and vocational programs are seen as part of the process that began in the early 1960's and ever since then has shifted between the two extremes of ideological-egalitarian and technocratic-economic orientations.

Educational reforms in two socialist countries are the topic of papers presented by Okon (Warsaw) and Antochi (Bucharest). Curriculum research in Poland is abandoning what Okon calls the 'content'-approach and moving towards a 'skill'-approach which more strongly emphasizes the applicability of knowledge as well as the consequences of knowledge acquisition for the learner and for society. The second paper presents a synopsis of educational change in Romania over the last 35 years and is obviously meant for readers who look for some basic information.

Liegle (Tuebingen) examines the egalitarian thrust of educational reforms in Israel. His claim that the present comprehensive school system has ensured the continuation of egalitarian policies of the early 1970's is, however, weakened by his admission that Jewish schools serve a different clientele than the Arabic schools. In addition, "Students of Asian-African origin are thought to profit more from vocational education as the avenue for predominantly practical-technical careers."

The third part of the book shows considerable weaknesses in that the scope of topics included is too broad. The strongest paper is Weiler's (Stanford) discussion of educational planning for Third-World countries. His critique is centred around the argument that there is a "virtually irreconcilable conflict between a country's desire for a coherent effort for the development and reform of its own educational system and the often divergent agendas and criteria imposed upon them by the variety of national and international funding agencies on which it depends." Sources for continuing conflict are, in his view, foreign economic domination, an alien model of educational development and planning, and high dependence on outside financing for educational development. Somewhat related to these arguments is Brann's (Nigeria) highly technical analysis of language planning in countries such as Nigeria, Ghana, Togo, and Benin.

Education for peace as part of international education has been one of Hermann Roehrs most prominent concerns, and the contributions by Wulf (Berlin) and Murai (Tokyo) examine some of the methodological implications. Whereas Wulf conceives of peace education as being closely linked to political education, Murai dismisses existing approaches as they are presently used in Japan (and probably elsewhere). In his opinion, they lack, as yet, firm philosophical foundations, and more research in this area is needed.

The philosophical underpinnings of international education are explored, although from a different perspective, in the essays by Suchodolski (Warsaw), Eggers (Bonn), and Henderson (London). Distinguishing between the two widely accepted educational principles of achievement/efficiency (or *Praxis*), and freedom/autonomy (or *Poesie*), Suchodolski sees a need for a proper balance. Ultimately, however, *Praxis* has to serve *Poesie* since the goal of education is to improve the quality of life. In a similar vein, Eggers argues that *Bildung*, i.e., education in its widest sense, is rooted in the overall culture of a given region and receives innovative impulses from that culture, based on historical ideals that have shaped it. Henderson, on the other hand, insists that the interconnections of national histories require a global view or a world history to achieve the ends of international education.

A totally different topic is presented by Meyer (Heidelberg) who examines how different countries view the importance of group activities in education. In his research he found that cooperation as a major pedagogical principle has been accepted in many parts of the world as a response to the growing complexity of social life.

In the last part of the book, Barbara and Stewart Fraser draw on their research in Australia in identifying factors that affect the lives of children. Items such as population growth, life expectancy, infant mortality, expenditures on education, literacy rates, and school enrolment are used to arrive at a quality-of-life quotient which, if used comparatively, can "direct our attention to the needs of children at greatest risk in specific portions of the world." King (London) concentrates on adolescents (age 16 to 19) as the 'young adult frontier' and urges for a re-assessment of their educational needs: the phase of post-compulsory education requires an educational style that is generically different from compulsory education. In his paper, Bereday (New York) looks at the life chances of "the poor and the wayward". Although he accepts the maxim to allow the young to grow according to their nature, he opts for active interference through education because of the unsurmountable difficulties that the delinquents and deprived have to face if left to their own devices.

Vergleichende Erziehungswissenschaft is part of the Education Series (Volume 22) published by the University of Heidelberg and edited by Hermann Roehrs. The stated objectives of the Series are threefold: to contribute new materials and interpretations for promoting the discussion of educational issues; to serve students and faculty of education; and to enable the interested public to partake in the ongoing educational debate. All the articles presented in this volume definitely meet the first of the aforementioned aims. As far as the other two objectives are concerned, the editors should have provided some introductory comments at the beginning of each part which would have placed the respective contributions into perspective. Students as well as the lay public might, in the absence of distinctions between Comparative Education, International Education, and Development Education, wonder how the great variety of topics can all fit the label of comparative education.

Presenting some articles in German and some in English will pose only minor problems to readers in Germany. However, if the book is meant for the international market, brief summaries in the 'other' language would here be helpful.

Finally, the collection certainly reflects the predominant mode of thought of German (and other) comparativists, namely to urge for a balance between historical/philosophical and empirical/quantitative methods in comparative studies. A second theme that runs through the book is the tension that exists between theories of education that emphasize competencies, achievement, and technical efficiency on one hand, and social justice, personal autonomy, and freedom of choice on the other. Here the 'message' of the book certainly transcends the strict boundaries of Comparative Education.

Despite the aforementioned limitations, the high quality of most of the contributions, coupled with a wide range of most interesting topics, qualifies the present volume as a welcome newcomer in the field of comparative studies in education.

Werner Stephen
University of Saskatchewan