

Conclusions générales:

1. Pour les écoles moyennes et techniques surtout, les pourcentages d'échecs ne diffèrent pas de façon importante selon que les élèves ont subi ou non un examen d'admission.
2. L'examen d'admission permet une bonne identification des mieux doués (Gymnasien, Francfort), mais est peu sûr pour les élèves moyens (Ecoles moyennes et techn., Francfort).
3. Le nombre d'échecs est plus élevé à Berlin qu'à Francfort. Toutefois, la différence aurait été considérablement réduite si les parents berlinois avaient suivi l'avis donné par les instituteurs à la fin de l'école primaire.

La recherche confirme aussi que la prédiction est beaucoup plus sujette à caution après 4 ans qu'après 6 ans d'école primaire.

Le travail de H. Magdeburg frappe par la prudence de la démarche et la conscience vive de la valeur limitée des résultats et des conclusions. L'auteur indique comment le schéma de son étude pourrait être précisé. On souhaite aussi qu'il mette en oeuvre des instruments d'investigation plus nombreux et plus précis.

GILBERT DE LANDSHEERE, Liège

VANDEN BOSSCHE, J. O. J., *Les écoles communautaires*, Hambourg: L'Institut de l'Unesco pour l'Éducation 1964. pp. 110. DM 6.—.

The UNESCO Institute for Education in Hamburg certainly has a feeling for crucial issues in education.

Here is a report of an international conference of experts held in 1963 on the rôle of community schools in a changing culture, whether it be in developing or highly industrialized countries.

The book can be divided into three main parts:

- a) An integrated synthesis by J. O. J. Vanden Bossche on the ways of cooperation between school and community, on the organization of the community school (administration, curriculum, methods, buildings and equipment, finance) and on the teacher personnel. These points are frequently illustrated by results of field work.
- b) Specialized contributions of experts mostly footing on local projects completed (San Juan, Liberia, Swavesey, Pakistan, Ex-Belgian Congo)
- c) A selected bibliography.

J. O. J. Vanden Bossche was well qualified to write this report. His long and extensive experience of community development in Central Africa enabled him to produce a fair interpretation of the experts' ideas and also to bring in personal information and to contribute full examples. In fact, I think he has achieved the best possible document on such a conference.

However, conference reports remain conference reports... that is a mixture of generalizations, of philosophy of the subject matter and of rather "pedestrian" information, those three aspects – the interest of which I do not deny – tending to stay on the same level. When you attend the conference, you will pick up the pieces of information you need and drop the rest: you open your ears at the suitable moments. But, when you read a description of the conference, such screening is more difficult and facts tend to cover ideas.

The first question the conference had to answer was "What is a *community*?" I

think the experts were right to stick to the classical definition: a group living in a definite geographical area. But if the possibility of existence of sub-cultural units within the group is indicated, one can regret that this aspect was not much deeper explored: Is the community fully integrated or not? Are definite acculturation processes to be identified? Are we dealing with an old one-culture-community or with a recent melting-pot type? Is the community mainly homogeneous or heterogeneous as far as socio-economic level is concerned?

The community school is a give-and-take enterprise: it roots as deeply as possible in the community – of which it is therefore a direct expression – but is also a dynamic agent. Here again, we may regret that the approach is rather descriptive than explanatory. Why not try to make the difference between mostly static and mostly dynamic types of education developed in and for the community?

A third key-aspect has been neglected. Along the line of Olsen and others, the community is considered as a school laboratory. Here arises the vital debate of the formalistic versus the functional exploitation of the community by the school. It should have been clearly emphasized that the ideal give-and-take can degenerate – and does often degenerate – into a sort of educational swindling if the so-called community exploration is only a new plea for the old specialized training of faculties such as observation, memory, etc. At first sight, this remark may look surprising to many, but I invite those who doubt it to have a close look at the situation before they react and also to read A. Clause's excellent little book *Philosophie de l'étude du milieu*¹).

In fact the crux of the conference (curriculum and methods of the community school) is touched on pages 46 and 47, but this looks a bit short for one of the focal problems of modern education.

Of course the experts knew that the conference could not cover all the problems of the community school and, as stated, their main aim was "to open the readers' eyes to specific aspects and to experiments in different countries". And this they have successfully done.

Paradoxically, one feels rather critical not because the publication is weak, but because it concerns such an important topic that it can only be considered as an introduction to a field work approach to the community school phenomenon.

GILBERT DE LANDSHEERE, Liège

ZWEIG, FERDYNAND, *The Student in the Age of Anxiety. A survey of Oxford and Manchester students*. London: Heinemann 1963. pp. 224. 30 sh.

Das wesentliche Ziel der vorliegenden Untersuchung war es, Interessen, Einstellungen und Haltungen von Studenten aufzuzeigen und zweierlei zukunftsbezogene Aussagen zu ermöglichen. Einmal sollte ermittelt werden, was sich aus den Interessen der Studenten von heute über die Beschaffenheit der zukünftigen Gesellschaft ablesen läßt, zum anderen, wie die Universität mit dem Problem der ständig wachsenden Studentenzahl fertig werden könne. Die Studie wurde als *pilot study* in zwei englischen Universitäten durchgeführt. Eine, hier Oxford, repräsentierte die Oxbridge-, die andere, in diesem Falle Manchester, die Redbrick-

¹) See *International Review of Education*, Vol. IX, No. 3.