CHAPTER II

A BRIEF REVIEW OF COMPARATIVE EDUCATION

Comparative education, as a theoretical generalizing social science consists of those theories hypotheses, models and laws which facilitate our understanding of the process of education.

— Brian Holmes

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It is perhaps in no period in the history of mankind that we have taken deeper interest in and attached greater significance to the study of comparative education than at the present. No topic of educational discussion takes up more time and space in educational journals than that of comparative education. It is indeed because of the growing concern over steadily multiplying problems and situations of education, its flux, organization and administration almost everywhere in the world. With the marked increase in population, concern with the problems of equal opportunities for all has appeared at a tremendous rate of speed. Governments, administrators, politicians, sociologists, economists, educationists and common parents all at a time gaze at education of children for the happy solution of their questions. Their constant problem is, "what type of education will help their children adjust in the future society and how?"
As has been stated by Phillip E. Jones:

For better or worse, education has become an indispensable process in modern life. Small wonder, then, that as students, teachers, parents, or administrators, we often show interest in how schools in other countries function and in how other nations solve their educational problems. Some time we ask whether their experiences can help us answer our own by no means insignificant educational questions. At once such comparison arises from sheer curiosity and hard practicality.¹

Thus, comparison takes place and gives birth to comparative education which is of so vital importance and of so deep interest to all mankind today.

THE MEANING OF COMPARATIVE EDUCATION

The interest and curiosity to peep into the structure and organization of education of any country in the context of our own, and with reference to our particular

problems of education may be in one way comparative education. It may deal with various pertinent aspects of education, including its administration and organization. To study a foreign school system in terms of the character of its buildings - its brick and mortar - or the salary of its teachers, their status, or the distribution of its pupils by classes or schools or even the contents and time-schedule of its curricula and the methods of instruction may provide the basic materials for a comparative study.\(^2\)

But mere description of all these issues and vivid account of the various characters of them does not become comparative education. Similarly different articles, reports and year-books on the educational systems of several countries each written by a different agency may provide a good basis for, but would not constitute works on comparative education.

Without referring to the political ends that literacy is to serve in the country, it is not proper and meaningful to show that illiteracy is being liquidated

in India. The fact may be true but it is far more important to state the objectives and procedures of the same in the national context. Simply a reference to the introduction of craft in the elementary schools would be meaningless without showing the utility and need of making everyone self-sufficient.

The fact is, that different social, religious, economical and cultural influences exercised on education, its policy and design should be studied in comparison with those of other countries. A somewhat similar influence may be unconsciously exercised by the action of a nation's cultural pattern on the attitudes and modes of thinking of its members. In the words of Brian Holmes who is a Reader in Comparative Education in the University of London:

Comparative education as a theoretical generalizing social science consists of those theories, hypotheses, models and laws which facilitate our understanding of the processes of education. The aim of a comparative educationist interested in this aspect of his subject is to build
up a pattern of a testable hypotheses and develop conceptual models which will enable complex data to be classified and functional relationships examined. The theoretical scientist is moreover interested in putting his hypotheses to the test of experience. Slowly, there is emerging in comparative education a body of theoretical knowledge which justifies our belief that the study is worthy of being ranked with the sociology and economics of education as a discipline in its own right.  

Educational system of every nation is unique in itself and national, but the problems that confront them today are very much the same in many other countries. There is no country today where the question of elementary and secondary education is not a grave concern. However, such a question is being solved by political, social and economic forces and by the tradition of education itself. The fact is that today most of the national systems of education

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constitute laboratory to conduct experiments dealing with different problems. But whether such experiments or the traditional cultural backgrounds and current political and social values and economic conditions will contribute to solve these problems remains a question.

This is why, as Kandel writes: "Comparative education is concerned, since it seeks to analyse and compare the forces that make for differences between national systems of education." 4

Even then, descriptive analyses of certain national systems of education are valuable and important, if they are authentic, reliable and accurately written with a sense of and insight into the factors that give them meaning. Furthermore, they provide valuable data for comparative education without themselves being entitled to be called by that name. "Such descriptions are generally limited by a narrow concept of education and deal with its mechanisms and techniques, with administrative and curricular practices with school organization and

types of schools with time-schedules and with methods of instruction - in general with the anatomy of education.\textsuperscript{5}

As has been pointed out by M.E. Sadler:

The student of comparative education must try to find out what is the intangible, impalpable spiritual force which, in the case of any successful system of education, is in reality upholding the school system and accounting for its present efficiency.

- In studying foreign systems of education he should not forget that the things outside the schools matter even more than the things inside the schools and govern and interpret the things inside. A national system of education is a living thing, the outcome of forgotten struggles and difficulties and of battles long ago -- x x x The practical value of studying in a right spirit and with scholarly accuracy the working of foreign systems of education is that it will result

in our being better fitted to study and understand our own.\textsuperscript{6}

Finally it could be stated that any attempt to transfer the educational system of one country to another without referring to the environment and conditions that helped its evolution, will miserably fail.

THE AIM

The aim of comparative education is theoretical. It is to improve our understanding of education as such; and in particular of our own national problems in education. Comparative education has a practical purpose too. It should help administrators to reform their schools more effectively and efficiently. These two tasks are sometimes regarded as antithetical.

In this age of ours, which is practical, education as a consumer 'good' in our society has been looked upon as having a practical value. We can trace back

\textsuperscript{6} M.E. Sadler, How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education? Guildford, 1900, p. 11.
to our early efforts in education in this country and elsewhere. It would be clearly noticed that old order changed and had to give way to new with a more practical utilitarian bias. For example, the early State sponsored and supported primary schools in England had the practical role of teaching the masses to read and write so that they could better earn a living in industrial Britain. More recently, secondary education has been embraced as an educational 'good' because of its distinct cash value. This is why comparative education needs to be studied. It has some practical value and application of its own. As Phillip E. Jones has pointed out:

The increasing complexity of the world, the specialization of knowledge, the great gulf between relatively developed and relatively under-developed societies, and concern over the condition of many, all point surely to the great need for communication and understanding among peoples, countries and cultures, and between individuals. True, communication is taught basically by teaching
fundamental skills of education, but this is not nearly enough. Education, meaning some years of primary and then secondary education at least, is needed to provide real communication through understanding. Can comparative education play a role here? Perhaps it can, by communicating to students of the field, the ideas, ideals and attitudes of other people as expressed through their schools, curricula and culture. Comparative education can lead us to understanding, sympathy, and tolerance. It can, but of course it need not do so.7

Today, we feel and experience a new need for humanitarianism. Ours is a world of rising and increasing population, of increased knowledge, and of exploding aspirations.8 In the more advanced countries the demand for education has been ever increasing in an always effective and enlarging manner and in the developing countries the need to plan and implement schemes of education in line

with those of advanced countries has ever been rising. Both these demands are so significant and urgent that the educationists and administrators both need to study or at least to refer to comparative education.

"People can conquer hunger, disease, agricultural backwardness and lack of economic viability only by education on a broad spectrum." And this broad spectrum is possible only with the study and understanding of comparative education.

SCIENTIFIC METHODOLOGY

The beginning of comparative education lies in the observations about foreign peoples and their education and the descriptions of foreign school systems gradually developed. The purpose of this procedure was naturally and practically to borrow from abroad some useful educational devices for the improvement of education at home. The description contained one phase of examining the social, political and historical context in which school systems developed. It will be interesting to note the views of George Bereday here in this context:
Comparative education is the analytical survey of foreign educational systems. It is because of the need to explore systematically the quality of the foreign schools as a means of evaluating one's own educational system. 9

Bereday further emphasizes comparison and concern for valid methods of comparison. He is concerned more to find out a more rigorous method of comparative analysis. He asserts that comparative education cannot be called "the contemporary history of education" as some may be inclined to declare, because it is a study which is cross disciplinary in character. If comparative education seeks to make sense out of similarities and difference among educational systems, Bereday firmly believes that this could be accomplished by reliance on many fields like sociology, history, economics, politics and so on.

In the words of Noah and Eckstein:

Comparative education is thus part of the wider attempt to explain phenomena, first,

within educational systems and institutions, and second, surrounding education and linking it with its social environment. Attempts to do the first lead to a concern with the technology of education, the methods, practices and outcomes of different modes of instruction, organization, supervision, administration and finance. In so far as comparative education is concerned with pedagogy, the work has largely been done by teachers, administrators and educational psychologists seeking to comprehend and possibly to improve the instructional work of the schools, and it is useful to term this branch of subject comparative pedagogy.

Comparative education has one foot firmly planted in pedagogy and other in the wider area of the social sciences.  

It is thus clear that the concern with the school form and function has united these two aspects of the field of comparative education by concentrating...
attention on similar kinds of data and topics. A second unifying element and possibly a more important one, has recently become apparent in a common movement towards empirical and quantitative methods of inquiry. Notably the IEA study has welded together the two aspects of comparative education: concern with technology of education (comparative pedagogy) and with the interaction of schooling and its social context.  

According to Bereday, a long period of cataloguing and description of educational facts and the wholesale borrowing of the overseas practices, where they were thought to be beneficial, is the first, the transplanting, stage of comparative enquiry. All the followers of Sadler and Kandel have paid attention to the causes behind particular educational scenes. The emphasis on the forces likely to account for an educational system being what it is has led considerable caution in cross cultural educational transplantation. Thus, attention to problems of methodology was paid and led to the third stage of enquiry, that is analysis.

The general agreement is that the field of comparative education may be divided into two parts: (1) area studies, and (2) comparative studies covering more than a single country or region. Area studies require description which may be confined to a single country. For proper comparative studies, description of more than one educational system as the first step and it may concern initially with "pedagogical" data only. Description begins with proper and extensive reading which gives primary, secondary or auxiliary sources. Bereday refers to such primary sources as eye-witness accounts, reports and written material of many kinds.

The second stage is of interpretation which means the evaluation of pedagogical data of the country or countries being studied in terms of their historical, political, economic, social, geographical, philosophical and other backgrounds. Bereday states that interpretation in this way exposes school data to a test of social relevance. Finding the 'why' of it, he maintains, rather than the 'how' allows the researcher to start on the road of direct comparison.

Four stages of comparative methodology after G.Z.F. Bereday have been described in the following figure:

<table>
<thead>
<tr>
<th>Area Studies</th>
<th>Comparison</th>
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<tr>
<td>Stage 1: Description</td>
<td>Stage 3: Juxtaposition</td>
</tr>
<tr>
<td>Stage 2: Interpretation</td>
<td>Stage 4: Comparison</td>
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- **Stage 1: Description**
  - Of pedagogical data only
  - Evaluation of Stage 1 data in terms of other knowledge

- **Stage 2: Interpretation**
  - Or (Preliminary Comparison)
  - Establishing similarities and differences
  - Formula-tion of Hypothesis

- **Stage 3: Juxtaposition**
- **Stage 4: Comparison**

Comparative method in education proposed two steps of simultaneous comparison: juxtaposition and comparison. Juxtaposition could be further divided into tabular and textual or vertical and horizontal juxtaposition.

As Brian Holmes, explaining prediction, data manageability and reflective thinking states:

In the face of a perplexing situation possible solutions may immediately spring to mind. Further reflection involves a process of intellectualization out of which the problem to be solved becomes clearly formulated. This stage directs attention to data of a certain kind, namely those which are relevant to the problem. Out of it emerge refined or new possible solutions which are then put forward as hypotheses to be tested one after another. Testing involves making logical deductions from the hypotheses within the context of relevant factors and then (ideally) comparing the predicted events with the actual events which are observed to flow from a selected course of action. Agreement between predicted and observed events provides verification of a hypothesis, an explanation of events, and constitutes a successful resolution of the confused situations. It also provides a spring-board for further action. Disagreement between the
two types of events (predicted and observed) constitutes a refutation of the hypothesis, but should lead to a re-examination of the degree to which all the stages of reflective thinking have been satisfactorily completed. \(^\text{14}\)

Scientific procedure has its distinct limitations outside the laboratory. Holmes therefore argues that within the stages of reflective thinking, adaptation of this scientific approach by the comparative educationist is essential. The following stages should be considered in conjunction with those given in previous figure:

1. **Selection of the Problem and Analysis**

It depends on the investigator to select a problem. He may assume the problems are common to many countries. The classification of problems could be done in many ways but the most frequently used method is one which typifies a problem in terms of the dominant allied discipline. Furthermore, it must be realized by the investigator that there are many facets

to most educational problems. Another classification is that of 'explosions' of knowledge, population, and expectations. This is applicable to most of the seething educational problems. It is also one means of preliminary analysis. 15

2. Formulation of Policy Proposals

To many seemingly universal problems a few solutions have been proposed. There is one difficulty that what work in one society may not work in another. It is most striking in under-developed countries where efficient methods of developed countries are applied. This may sometimes lead to disastrous results due to a misunderstanding of the finer innuendoes of the proposal in its original form. One of the useful roles the investigator should play in this situation is to lay out the range of policy proposals which are available in such a situation.

3. Identification of Relevant Factors

It is quite necessary to make a rational kind of decision from given policy proposals. As Holmes says: 'Policy must be goal directed.' It is, therefore, that the task of identifying all the factors involved in a particular situation is crucial. When there are a number of variables, the problem approach reduces the number of variables to be taken into consideration. But care must be taken to weigh each variable extremely carefully. The variables may be classified into norms, attitudes, institutional factors and miscellaneous factors. Holmes hold that this kind of classification is necessary, for a consideration of all possible variables requires an exhaustive treatment, and in practice, is quite impossible.

4. Prediction

The final phase of Holmes modified process is prediction which is full of temptation. However for accurate prediction, it is most important
to establish criteria of success with the utmost care, which may be expressed in terms of social justice, economic growth, individual development and so on. It is usual to classify scientific studies in education as either descriptive or explanatory. The explanatory may be further classified into those seeking to distinguish present determinants of educational policy and those concerned more with prediction. This points to the continuing need for a conceptual framework in which to work, a theoretical model. This framework is useful in handling the 'problem' approach and is basically "an attempt to classify data of different kinds in a way which will enable various kinds of comparative study to be made more rigorous."

A bird-eye view of the various practices and opinions pertaining to methodology of comparative

17 Ibid, p. 50.
education provides a broad view as to how and why certain principles should be observed and approaches undertaken. The investigator of comparative education must, however, bear in mind the following most significant and illuminating statement by Kandel:

The methodology of comparative education is determined by the purpose that the study is to fulfil. If the aim is to learn something about an educational system a description without explanation would be sufficient...... From the point of view of comparative education, such an account is limited, but is an essential first step in the process of study....... If the discipline is worth pursuing, it is essential that the student search into the educational system or systems that he is studying. His task is to learn what forces determine the character of a system, what accounts for differences or similarities between two or more systems, how one system proceeds to solve problems, that
it has in common with other systems, and so on. He will not find answers to these and many other questions from information about the fabric of the system that he studies. Nor will he garner what should be the finest product of comparative study - ability to analyse his own systems of education and add something to the philosophy underlying it. 18

COMPARATIVE EDUCATION - A RETROSPECT

If we do not seek after remote historical origins of comparative education which cover a long range of period from 425 B.C. to 1917 A.D. and refer to the works of Herodotus (484-425 B.C.), Xenophon (430-355 B.C.) Plato (429-348 B.C.), Cicero (106-43 B.C.) Tacitus (55-116 A.D.), Marco Polo, Carpini, Ibn Khaldun (1332-1406 A.D.), Leonard Coxe (1518), Guillaume Postel (1560) Montaigne (1533-1992), John Loccenius of Sweden (1647), Sir William Petty (1623-1687), La Chalotais (1763), Diderot (1776), the credit of being the father of

Comparative Education goes to Mark-Antoine Jullien who devised the first comprehensive scheme of comparative study of educational systems in 1817. In his *L' Esquisse et vies preliminaries d'un ouvrage sur L'Education Comparee* (Plans and preliminary views for a work on Comparative Education), Jullien quite clearly formulated the purposes and methods of comparative studies of education. He envisaged an analytical study of education in all countries with a view to perfecting national systems with modifications and changes.

Bereday describes him as the first scientific minded comparative educator and asserts that his ideas began the first phase of comparative educational study proper, that of borrowing.  

While Kazamias and Massialas claim that Jullien considered the science of comparative education to be analogous to comparative anatomy.


proposed a questionnaire to be administered by intellectual and active men of judgement. The questions which he proposed were wide-ranging and embracing six series of questions in the following areas:

1. Primary and Common Education
2. Secondary and Classical Education
3. Higher and Scientific Education
4. Normal Education
5. Education of Girls
6. Education related to legislation and social institutions

The other nineteenth century comparative educationists who may be classified with Jullien are Mathew Arnold, Horace Mann, Victor Cousin, Leo Tolstoy, K.D. Ushinsky and Henry Barnard. Most of these made attempts to study foreign educational systems with the explicit or implicit assumption that their country men should borrow, albeit prudently and cautiously the best practices from abroad.  

Victor Cousin, a professor and head of France's Higher Normal School presented a meticulously

detailed description of education in Prussia. It was in response to his national government which aimed at achieving better social development in France through reorganizing its institutional forms. He pointed out that in regard to Prussia, its experience should not be lost upon any outside observer. He wrote:

National rivalries and antipathies would be completely out of pace. A people of stature are not afraid to borrow from whatever is good, nor to perfect whatever is appropriate.  

In 1837 Horace Mann, the first Secretary to the Board of Education created by the U.S. State of Massachusetts, was entrusted with the responsibility of presenting annual reports to the legislature on educational facts. He visited Scotland, Ireland, France, Germany, Holland and England, and wrote in his report. As Hans says, this report was perhaps the first attempt at assessing educational values, but it was almost devoted to comparison of school organization and methods of instruction.  

Mann has profusely expressed his  

views on the impressions he gathered. As Phillip Jones states:

It is of some significance, too, to record Horace Mann's view of the value of history in educational comparisons. Experience overseas led him to conclude that history provided the explanation for the conditions which he saw. But history, he knew, could not be changed, whereas the future held infinite possibilities. 24

Henry Bernard, a contemporary of Horace Mann was appointed the first Secretary of the Connecticut Board of Education in 1839 and then became the first Commissioner of Education in Rhode Island. He founded the Connecticut Common School Journal in which appeared many of his reports and details of other States and foreign systems of education. Considerable comparative material also appeared in his annual reports as U.S. Commissioner. He founded and became the first President of the American Association for the advancement of education. He edited and published its journal between 1856 and 1881.

the American Journal of Education which contained much comparative material.

Mathew Arnold, an Englishman, though a poet by inclination, accepted a position as one of His Majesty's Inspectors of Schools in England. In a very real sense, he lived in one England and inspected the other. His experiences led him to formulate a philosophical framework in which he could establish his social ideas, abroad to investigate for English authorities educational practices in other countries to provoke reform in English education. Arnold was well aware of the possibility of social revolution in England; he could see the aristocracy as the enemy of culture and as far as the more prosperous of the middle classes were concerned the failure of Protestant education, hence the need for the State to be the main vehicle for culture. 25

Arnold advocated an expansion of State activities, because he had seen for himself on tours what State education could do. The longest work of Arnold was

"Schools and Universities on the Continent," a report to the Schools' Inquiry Commission of 1865-67. The second volume of Arnold was "Democratic Education" in which French and English education were compared and other essays including the famous one 'A French Eton' were given. He wrote in French Eton:

......What is the problem respecting secondary instruction which we in this country have to solve? What light do these facts throw upon that problem? ...... Why cannot we have throughout England - as the French have throughout France, as the Germans have throughout Germany, as the Swiss have throughout Switzerland, as the Dutch have throughout Holland - schools where the children of our middle and professional classes may obtain... an education of as good quality, with as good guarantees, social character, and advantages for a future career in the world, as the education which French children of the corresponding class can obtain from institutions like that of Toulouse and Soreze?°

The participation in the field of comparative education in the nineteenth century was not merely confined to French, English or American educationists. Russia also took interest. K.D. Ushinsky, a Professor of Law who having failed in law obtained a teaching position and then became a school inspector read works of European educational reforms and attempted to introduce many of them in Russian schools. As Nicholas Hans states, Ushinsky, a radical and democratic reformer made conscious comparisons which were expressed in definite terms and acknowledged national differences. Ushinsky appears to be the first to have used the elements of comparative methods.

At the turn of this century, interest in prediction was taken in comparative education. Sir Michael Sadler, Director of the Office of Special Inquiries and Reports, Professor of History and Administration of Education at the University of Manchester and Vice-Chancellor of the University of Leeds (1911-23) who was associated with the Bryce Commission has had a good deal of contribution as a comparative
educationist Sadler is best known for his work in the Office of Special Inquiries and Reports. In one of his reports Sadler had written:

The chief work of an educational intelligence office......is to collect, summarize and publish various kinds of educational experience with a view to (1) getting what is sound and true from a number of discrepant opinions; (2) informing the nation how it stands in regard to educational efficiency as compared with other nations; and (3) promoting, as far as possible, general consent and agreement as to the nicest and most fruitful line of development in national education......The publication of one-sided, or ex-parte educational information would be mischievous.27

In his plan for A Bureau of Education for the British Empire, published in 1907, he stated: "The systematic study of the education of one's own land also gives the clue to the most valuable lessons which are to be

In one sense a successor of Mann and Barnard William Torrey Harris, who rose from the position of school principal and superintendent of schools to U. S. Commissioner of Education between 1889 and 1906 was immensely interested in problems of comparative education. He emphasized the need for care in the use of statistics in education and advocated scientific approach to problems of educational problems.

The most remarkable work and achievement in the field of comparative education were by Issac Leon Kandel who was educated in England. He commenced his work in America and between 1924 and 1944, for over twenty years he edited the Educational Year Book of the International Institute while Professor at Teachers' College, Columbia University. Amongst his extensive writings the most notable were: History of Secondary Education, (1930, Studies in Comparative Education (1933), Types of Administration (1938) and the Cult of Uncertainty (1943).

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Kandel is still regarded with great reverance by most comparative educationists. His stature and authority in the field could be measured from the frequent reliance by many later authors on his statements. What significant role he had played and how outstanding his contribution could be noticed from the Editor, George Bereday's statement in the Comparative Education Review. He said:

"...We have lost a great scholar, a great Statesman and above all a great man. Professor Kandel belongs to the generation of universal humanists who will not be easily reproduced in our age of more technological, more rushed, more narrowly specific applications. Nothing can match the towering stature of that passing generation and the inspiration they evoked." 29

His Studies in Comparative Education was for long the only standard text in comparative education. His The New Era in Education: A Comparative Study published in 1954 (revised Ed: ) revealed the remarkable height

to which he raised his quality and quantity of information gathering and the painstaking scholarship which he brought to the comparative field.

Recognizing the influence which Kandel has had upon comparative educational research and writings, Kazamias and Massialas point out that:

Criticisms can be levelled at the historical-national tradition approach which Kandel fostered and which was largely followed, as we shall see, by Hans and others. The critics believe that Kandel totally neglected the findings of social science by assigning such a pre-eminent role in education to the State; the education of children is a far more complex phenomenon.....

They further say:

Kandel's methodology was distinguished.

The staunch follower of Kandel tradition, Nicholas Hans, an eminent Comparative Educationist of the University of London has impressed by his writings.

He has been a regular contributor to the annual issues of the Year Book of Education. His contributions include: Works on Soviet Education, "The Evolution of Psychological Theories of Giftedness in the Soviet Union (1962), History of Russian Educational Policy, The Russian Tradition in Education, The Slavonic and East European Review. His scholarly work "New Trends in Education in the Eighteenth Century contains a mass of useful details.

He showed his concern for factors of development in writings of education. This is revealed in his classic work "Comparative Education: A Study of Educational Factors and Traditions."

The essential steps in comparative study are as Hans stated:

To study each national system separately in its historical setting and its close connection with the development of national character and culture and to collect data on existing systems of education in various countries.\footnote{Nicholas Hans, Comparative Education, London, Routledge and Kegan Paul, 1950, pp. 5-7.}
The approach of Hans was, therefore, quite comprehensive, for he followed throughout a definite scheme and distinct methodological structure. He was a follower of the explanatory school of thought in the tradition of Kandel; yet he sought causes and underlying factors placing less stress on statistics and more on the power of ideas.

The approach of Vernon Mallinson is worth recording since its emphasis is on national tradition. He is a world-respected authority on Belgian education. His "An Introduction to the Study of Comparative Education" appeared in 1957. He seems concerned with both areas and themes, he appears to give more attention to themes.

Mallinson defines comparative education as a systematic examination of other cultures and other systems of education deriving from those cultures in order to discover resemblances and differences, and why variant solutions have been attempted to problems that are often common to all.  

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Joseph Lauwerys, Professor of Comparative Education at the University of London, has continually expressed his firm conviction that the promotion of international understanding should be pursued vigorously by all educationists. He wrote in the 1964 Year Book of Education:

"In the second half of the twentieth century, the world truly has become one."

He has played an important role in stimulating thinking in comparative education field. He stressed the need to collect reliable data on an international scale in order to facilitate comparisons in education.

Arthur H. Moehlman, Professor of History, Philosophy and Comparative Education at the University of Texas has his publications which include Comparative Education (1952) and Comparative Educational Systems (1963). Moehlman attempts to classify educational problems and analyses the educational systems by means of a theoretical model.

Moehlman takes the tendency of comparative educationists to study areas, and attempts to fuse this
with some other ideas. He believes that the cooperation of a wide-range of experts in related disciplines is necessary, if one is to seek an understanding of educational systems. The most desirable theoretical model, in Moehlman's view, is a collection of relevant long-range factors which he describes as a 'circle of humanity' in a space time continuum, constantly in process of acculturation.

Moehlman suggests to improve all the components of our national educational system to attain excellence. They are broadly categorised as:

1. Orientation
2. Organization
3. Operation

It is quite significant because of Moehlman's attempt to go some what further than Kandel, Hans and Mallinson, Moehlman is one of those recent comparative educationists who represent a bridge between the Kandel-type school of thought and the more recent attempts to make comparative methodology more rigorous and scientific. 33

Thus, it could be seen from the foregoing description and analysis that the present state of comparative education, its methodology and scope have had a long-term flow of progress and advancement. A great deal of interest has been shown and immense literature referred to in the past. Great scholars have tremendously contributed to the cause of comparative education is also apparent.