

Comparative Education has had a more than 110-year university history. The essence of Comparative Education can thoroughly be understood if we focus on its history and current existence at universities world wide. This third expanded edition commences with Erwin H. Epstein's introductory chapter on 'Crucial Benchmarks in the Professionalization of Comparative Education'. The following six parts present 42 national and regional chapters depicting the evolution and current state of Comparative Education at Universities in Europe, North America, Latin America, Asia, the Middle East and Africa. The volume concludes with a mosaic-like comparison of comparisons of the variegated picture of Comparative Education as an academic field.

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Comparative Education at Universities World Wide

Third
Expanded
Edition

COMPARATIVE EDUCATION AT UNIVERSITIES WORLD WIDE

THIRD EXPANDED EDITION

Edited by
Charl Wolhuter
Nikolay Popov
Bruno Leutwyler
Klara Skubic Ermenc

With an introductory chapter by
Erwin H. Epstein

**BULGARIAN
COMPARATIVE
EDUCATION
SOCIETY**



University of Ljubljana
FACULTY OF ARTS

COMPARATIVE EDUCATION
AT UNIVERSITIES WORLD WIDE

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Editorial Preface

Comparative Education has had a more than 110-year university history. The first lecture courses on Comparative Education of James Russell at Columbia in 1899-1900, Isaac Kandel at Manchester in 1905, and Fred Clarke at Southampton in 1905, occurred 20 to 30 years before the appearance in North America, Europe and Asia of the first books entitled *Comparative Education*. Universities have always been the most natural environment of doing Comparative Education and creating comparativists. The essence of Comparative Education can thoroughly be understood if we focus on its history and current existence at universities world wide.

The first edition of this book contained 13 chapters on Comparative Education at universities in the USA, Canada, the United Kingdom and Ireland, Germany, Norway, Switzerland, Greece, the Czech Republic, Bulgaria, Croatia, Hungary, Greater China and the Southern African states.

The encouraging response received by the book logically gave rise to the idea of producing a second edition. The work on it began in September 2007. The involvement of one of the editors in a previous publication, *Common Interests, Uncommon Goals: Histories of the World Council of Comparative Education Societies and its Members* (Masemann, Bray & Manzon, 2007), offered a strategic network to widen the authorship of the second edition. Many colleagues from all parts of the globe responded to the invitation to contribute to the volume. Six months later, in March 2008, the second edition was completed. It consisted of 38 chapters (an introductory chapter, 36 national and regional chapters, and a concluding chapter) written by 70 authors.

The constant interest in the book led to the need of a third edition. The idea of this volume is to be an expanded edition, having unrevised all chapters from the second edition and widening the geography of countries by adding some new chapters.

This third expanded edition contains 44 chapters (an introductory chapter, 42 national and regional chapters, of which the 36 chapters from the second edition and 6 new chapters, and a revised concluding chapter) written by 80 authors.

Unlike the first edition where all chapters were written in English, for the second and third edition authors were given opportunity to write their chapters in one of the widely used world languages and the national/regional chapters' language panorama of the third edition is: 34 contributions in English, 4 in Spanish, and 4 in French.

The book starts with Erwin H. Epstein's introductory chapter on 'Crucial Benchmarks in the Professionalization of Comparative Education'. The author takes in-depth stock of the development of Comparative Education as an academic field and profession.

The 42 national/regional chapters are grouped into six geographical parts.

Part I 'Comparative Education at Universities in Europe' is the biggest with 19 chapters, which comprise Bulgaria, Croatia, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Lithuania, the Netherlands and Flanders, Norway, Russia, Serbia, Slovenia, Spain, Switzerland, the United Kingdom and Ireland.

Part II 'Comparative Education at Universities in North America' has 2 chapters devoted to Canada and the USA.

Part III 'Comparative Education at Universities in Latin America' has 5 chapters on Brazil, Chile, Cuba, Mexico, and Uruguay.

Part IV 'Comparative Education at Universities in Asia' includes 6 chapters on Greater China (Mainland China, Taiwan, Hong Kong and Macao), Japan, Kazakhstan, Korea, Malaysia, and Thailand.

Part V 'Comparative Education at Universities in the Middle East' contains 3 chapters on Egypt, Iran, and Oman.

Part VI 'Comparative Education at Universities in Africa' has 7 chapters, of which 4 are on Burundi, Rwanda, Tanzania, and Uganda; one is on Central Africa (Cameroon, Congo, Gabon, Central African Republic, Chad, Equatorial Guinea), one is on Western Africa (Senegal and Benin), and one is on the Southern African region (Botswana, Lesotho, Namibia, Reunion, South Africa, Swaziland, and Zimbabwe).

In the concluding chapter, the editors summarize and tease out the main aspects of Comparative Education at universities using data provided in the chapters.

The book ends with an updated List of Comparative Education university textbooks extracted from the reference lists of individual chapters.

Chapters included in this book present a variegated picture of histories, current forms of existence, problems, needs, disillusionments, achievements, works, efforts and hopes on Comparative Education as an academic field.

Nowadays, Comparative Education is perhaps not as academically developed, as we, the comparativists, would like it to be. However, we can be optimistic – our field has a more than 110-year history, it has seen a large body of textbooks, and it currently exists at universities in countries of all parts of the world.

We would like to express our most sincere gratitude to all the chapter authors. This edition would never have been possible without their high-quality contributions. Special thanks are also due to Erwin H. Epstein for his valuable introductory chapter.

We would also want to express our sincerest appreciation to Mark Bray, former Director of the UNESCO International Institute for Educational Planning (IIEP) and former dean of the Faculty of Education, The University of Hong Kong, who, in his capacity as past president of the World Council of Comparative Education Societies (WCCES), showed his support for the original idea of the book, offered his sustained interest in all editions, and whose inspiring example of enthusiasm and endeavour for Comparative Education played a role in the editors' involvement in this field.

It is our hope that the book could be regarded as a valuable collection, and would contribute to a better understanding of the history, present state and future of Comparative Education at universities world wide.

The Editors

Charl Wolhuter (North-West University, South Africa)

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