

**KONSTANTINOS G. KARRAS & EVANTHIA SYNODI****COMPARATIVE AND INTERNATIONAL EDUCATION AND THE TEACHING PROFESSION: THE CASE OF MARC-ANTOINE JULLIEN****Abstract**

In this paper an attempt is made to prove how Jullien's ideas and concerns about education - especially about teachers and teachers education - written in his '*Esquisse*' still apply. Interpretations concerning Jullien's writings remain open and encourage a fertile dialogue in Comparative and International Education and Teachers Education today. Many researchers of Comparative and International Education put emphasis on Jullien's questionnaire as they consider it strictly structured; up to a certain point, but not always, and descriptive with a rationalistic and statistical approach. Nevertheless, a great number of qualitative and pedagogical questions are located in it. According to some researchers, these questions are far ahead of their time and deal with issues that are met in previous similar studies (for instance the questions on teachers, teacher education, teaching material and ethos at school, relations between parents and teachers, the importance of physical, as well as health and moral education, renewal of curricula and teaching methods, interest in pedagogical/educational innovations in schools etc). Many of the education problems mentioned in it seem to exist even in our modern world today.

**Introduction**

In the last 30 years many educationists have written about the problems which the education faces due to the political and economic changes and crises in the world. These issues have an impact on important professional aspects of teaching and have been the focus of both state policy and teachers' professional associations and unions policy for years (Karras 2011; Karras and Wolhuter 2012; Synodi 2001). Many governments in the western world (e.g. United Kingdom, Australia, New Zealand, USA) have attempted to address most the above topics through legislation. These reforms, according to Hatcher (1994), reconstruct the whole teaching profession. This reconstruction takes place in three broad areas, which he defines as following:

- Work process, which includes teachers' education and training (see also Hartley 1991; Barton, Barrett, Whitty, Miles, and Furlong 1994; McCulloch and Fidler 1994), initial and on-going, the intensification (see also Apple 1988; Jeffrey and Woods 1998) and regulation of teachers' work in class and in school (see also Wilcox and Gray 1996) regarding particularly the curriculum and assessment (see also Apple 1988; Wexler 1987), flexibility in teaching, new skills required of teachers (see also Aronowitz and Giroux 1986; Dawkins 1991; Troman 1996) and a new parent-teacher relationship.
- Work terms and conditions and teachers' unions (their authority and jurisdiction), which refer to teachers' induction period, their job description and their performance related pay.
- School organizational culture, which regards mainly teamwork among teachers within a school hierarchy (see also Hargreaves 1994) and a change in their

professional ideology and their perception of their work (see also Aronowitz and Giroux 1986).

The reforms in the above areas have been criticized by educationist because they do not improve education for all people and turn teachers into technicians who follow directives from the above (Aronowitz and Giroux 1996; Dawkins, 1991; Wexler 1987). Even the most recent empirical studies have also shown that the above issues continue to plague education and the teaching profession (Karras 2011; Kubow and Karras 2011; Karras and Wolhuter 2012). For example, based on data from teachers from nine European countries (Greece, England, Sweden, Cyprus, Germany, Finland, Russia, Italy and Jordan) Karras found that teachers are concerned and influenced by factors which can be grouped according to the above areas. In teachers' opinion, there are:

- New conditions in their work regarding for example new technologies, creativity, learning, motivation, teacher-pupils relationship and multiculturalism (respective to the changes in the work process, as defined by Hatcher).
- Stress, time pressure, adaptation, rivalry and material inefficiencies in class and in the school environment, teachers' initial and professional education and a need for the improvement of their pay (respective to the changes both in the work process and in work terms and conditions, as defined by Hatcher).
- The teachers' role in terms of its theoretical conception, which is related to Hatcher's organizational culture of schools (Karras 2011, p. 182).

So these issues are still problematic and educators and politicians are struggling to find the right solution. What will be shown next is that with the questions in the '*Esquisse et vues préliminaires d'un ouvrage sur l'Éducation Comparée*'<sup>1</sup> written by the French Marc-Antoine Jullien, 'father of Comparative Education' (Kazamias 1991; Kaloyannaki and Kazamias 2009) and published in France in 1817, Jullien covers many aspects of the teachers' professionalization process and many current education problems in general.

### **Comparative and International Education and teachers and teaching profession**

In reality, according to some researchers, Jullien is a humanist who prioritizes the amelioration of the education for all people, of all classes and both genders in order to combat societal corruption and improve people and their societies (Calogiannakis 2002; Kaloyannaki and Kazamias 2009; Karras 2009). He focuses on the need of public schools for good teachers and good books. To Jullien, the amelioration and perfecting of education is the purpose of Comparative and International Education. His famous '*Esquisse*' includes questions which Jullien thinks should be answered when compiling comparative tables which will highlight the defects of the various education systems (Kaloyannaki and Kazamias, 2009). Yet these questions show the significance he attributed to certain issues in order to improve the quality of the education offered at his time.

---

<sup>1</sup> *Plan and preliminary views for a work on Comparative Education*

According to Jullien, France, at that time, had the following education problems:

- Public (under the government's control) schools offered an incomplete and defective education.
- There were continuity and transition problems among the public schools of different levels.
- The education offered by public schools was not in harmony with the physical, moral and intellectual nature of the human beings.
- The education offered by public schools was not related and connected to the pupils' real needs or the needs of their nations and their governments (Calogiannakis 2002, p. 82).

In the above perspective, we can observe that the rationale behind the reforms introduced in education in the western world since the 1980s was based on observations similar to those described by Jullien about the French education system in general at his time. Governments decided to become more involved in education because schools provided incomplete education just like Jullien believed about French education. However, it is the educationists who have criticized the reforms that held a similar to Jullien's perspective regarding the education of people. That is these educationists perceived the unconnectedness of the offered education services to people's nature and needs or the ones of their countries before and after the reforms (Angus 1991; Aronowitz and Giroux 1986; Blackmore 1991; Habermas 1976 in Dale 1989).

Beside his perspective on education quality, the questions in the '*Esquisse*' refer to a variety of topics, related to teachers and teachers' education, such as:

- The education and in-service training of teachers. Jullien dreams of an initial education for teachers, which will be offered by an institution where future teachers will learn the best teaching methods (Calogiannakis 2002, p. 77). This view is very interesting since even nowadays there are reforms aiming at providing the best education for future teachers (Karras and Wolhuter 2012; Synodi 2009).
- Their salary and the regularity of their payment, their tenure, their pension (questions 22-26).
- Problems of incompetence or unprofessional behavior (questions 27-28) and the need for a record of the active teachers (questions 13-20).
- Teachers' status (questions 29) and their loggings (question 22).
- Teachers' relationship with parents (questions 108-110), governors and religion (question 30).

Jullien adds to the '*Esquisse*' questions that refer to the teachers' duties in school (besides the relationship with parents and other education partners) and the teaching process. These questions regard:

- The methods employed to teach (questions 94-100).
- The subjects taught and particularly the 3Rs (reading, writing, arithmetic) (questions 91-93, 101-104).
- Children's physical health and education and its promotion (questions 41-65).
- Discipline and classroom management techniques and priorities and especially the way in which these techniques and priorities relate to the children's moral, religious and social development (questions 66-90).

- Teachers' working conditions and environment, such as the state and condition of the schools where they are employed and of their classrooms in particular (questions 1-9) as well as the number of pupils that each teacher is responsible for (questions 31-33).

## Discussion

Jullien's questionnaire represents an important issue concerning education in different countries and implements his theory, as it is presented in the first part of his "*Plan*", relating it with its implementation through the formulation of specific questions. Although the method is practical and applied, the results are qualitative, subject to interpretation and centre on human beings and their personal, familial religious, ethical and social values within the framework of their education. Many researchers put emphasis on Jullien's questionnaire as they consider it strictly structured; up to a certain point, but not always, and descriptive with a rationalistic and statistical approach. Nevertheless, a great number of qualitative and pedagogical questions are located in it. According to some researchers, these questions are far ahead of their time and deal with issues that are met in previous similar studies (for instance the questions on teachers, material and ethos at work, relations between parents and teachers, the importance of physical, as well as health and moral education, renewal of curricula and teaching methods, interest in pedagogical innovations in schools etc) (Fraser 1964; Gautherin 1993; Leclercq 1999; Debeauvais 2000; Karras 2007; Kaloyannaki and Kazamias 2009).

The questions are a "guide" for comparative and international studies and, as predicted by Jullien, concern the present day situation of education, teachers and pupils in public schools in different countries, and their comparison. It is also underlined that they "*introduce a practical and modern attitude toward educational research*". It has a great number of questions (120 for primary and 46 for secondary education, respectively) which in their majority are exceptionally specific; they refer to collecting information on the number of schools, students and teachers in proportion to population, teachers' hiring and qualifications, time schedules per day and year, length of holidays, teaching methods, moral education, health and vaccinations, teaching manuals, examinations content and frequency, discipline and punishments, motivations and praise etc. These questions are substantially the "tool" with which he intended us to collect, compare, and evaluate educational quantitative and qualitative information from different countries.

Often, Jullien mentions the terms "*culture*" and "*people's welfare*" and he links them to good education, good teachers and sound education policy. He stresses the importance of education during childhood, underlining the physical, moral and intellectual development of children. He talks about human relationships in the classroom, focusing on the role of the teacher and the relationships in school. He also connects public education to the education of children who come from lower classes and considers that the "*school's objective is to attune the physical, moral and intellectual world*". In Jullien's life and works, one can distinguish certain elements which, in combination with each other, had an effect on Jullien's pioneering ideas in the promotion of the episteme / "*science*" of Comparative and International Education. Also, he was nurtured by the ideas and spirit of the Enlightenment "paradigm of modernity" with its emphasis on reason/ rationalism,

empiricism, science (including social science), universalism, secularism, progress and the nation-state (Kaloyannaki and Kazamias 2010).

It is true that all these issues related to education and teachers analyzed by Marc-Antoine Jullien in 1817 cover - among other things - important aspects of teachers' professionalism, which still remain central aspects in modern dialogue for teachers' education and profession today (e.g. Karras 2011; Karras and Wolhuter 2012; Synodi 2010; Synodi and Tzakosta 2012). This is an important contribution of the '*father of Comparative Education*' to the field of Education and especially to the field of teachers' education today.

## References

- Angus, L. 1991. Equality, democracy and education reform. In D. Dawkins ed. 1991. *Power and politics in education*. London: Falmer Press.
- Apple, M. W. 1988. In J. Ozga *Schoolwork, Approaches to the labour process of teaching*. Milton Keynes: Open University Press.
- Aronowitz, S. and Giroux, H. 1986. *Education under siege: The conservative, liberal and radical debate over schooling*. London: Routledge and Kegan Paul.
- Barton, L., Barrett, E., Whitty, G., Miles, S., and Furlong, J. 1994. Teacher education and teacher professionalism in England: Some emerging issues. *British Journal of Sociology of Education*, v. 15(4), pp. 529-543.
- Blackmore, J. 1991. Corporatism, democracy and teachers' unions. In D. Dawkins ed. 1991. *Power and politics in education*. London: Falmer Press.
- Calogiannakis, P. 2002. *Comparative Education: A French approach*. Athens: Atrapos [in Greek].
- Dale, R. 1989. *The state and education policy*. Milton Keynes: Open University Press.
- Dawkins, D. ed. 1991. *Power and politics in education*. London: Falmer Press.
- Debeauvais, M. 2000. De Marc-Antoine Jullien aux indicateurs comparatives de l'an 2000, in: *Congrès CESE*, Bologne 3-7 Sept. 2000.
- Fraser, S. 1964. *Jullien's Plan for Comparative Education 1816-1817*. New York: Bureau of Publications Teachers College, Columbia University.
- Gautherin, J. 1993. "Marc-Antoine Jullien ('Jullien de Paris' 1775-1848). *Prospects: the Quarterly Review of Comparative Education*, vol. XXIII, no 3/4, pp. 757-73.
- Hargreaves, A. 1994. *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York, N.Y.: Teachers College Press.
- Harley, D. 1991. Democracy, capitalism and the reforms in teachers' education. *Journal of Education for Teaching*, v. 17 (1), pp 81-93.
- Hatcher, R. 1994. Market relationships and the management of teachers. *British Journal of Sociology of Education* 15, no 1: 41-61.
- Jeffrey, B. and Woods, P. 1998. *Testing teachers: The effect of school inspections on primary teachers*. London: Falmer Press.
- Kaloyannaki, P. and Kazamias, A. 2009. The modernist beginnings of Comparative Education: The proto-scientific and the reformist-meliorist administrative motif. In R. Cowen and A. Kazamias (eds.), *International Handbook of Comparative Education* (pp. 11-36). New York: Springer.
- Karras, K. 2007. Historical Emergence of Comparative Education: Marc-Antoine Jullien's comparative method and humanistic approach. Proceedings of *XIII World Congress of Comparative Education Societies*, «Living Together. Education and Intercultural Dialogue», Sarajevo, 3-7 September 2007.

- Karras, K. G. 2011. *Teachers in a changing world: A challenge for Education today*. Athens: Gutenberg [in Greek].
- Karras, K. G. and Wolhuter, C. C. eds. 2012. *International handbook of teacher education world wide: Issues and challenges*. Athens: Ion.
- Kazamias, A. 1991. Comparative Education: Epistemology, ideology and problematics. In: *Education Psychology Encyclopedic Dictionary*. Athens: Greek Letters 7: 4429 [in Greek].
- Kazamias, A., 2001. Re-inventing the Historical in Comparative Education: reflections on a protean episteme by a contemporary player. *Comparative Education*, vol. 37, no.3/1.
- Kubow, P. and Karras, K. 2011. Reconstructions of Modern 'Citizen' by the Global Elite: Problematizing 'Global' and 'Citizen' for the Teacher Professional. *Chinese Comparative Education Review*, November 2011.
- Leclercq, J.-M. 1999. (sous la direction de), "L'Éducation comparée: mondialisation et spécificités francophones, *Actes du Congrès International sur l'histoire et l'avenir de l'éducation comparée en langue française, organisé par l'Association Francophone d'Éducation Comparée*, Centre National de Documentation Pédagogique, Associations Francophone d'Éducation Comparée, Paris.
- McCulloch, M. and Fidler, B. 1994. *Improving initial teacher training? New roles for teachers schools and Higher Education*. Harlow: British Educational Management and Administrative Society.
- Palmer, R. R. (edited and translated). 1993. *From Jacobin to Liberal, Marc-Antoine Jullien, 1775-1848*. New Jersey: Princeton University Press.
- Synodi, E. 2001. *Early Childhood Education and Professionalism: A Comparative Study of Early Childhood Educators' Perspectives in England and Greece*. Ph.D. thesis, University of Newcastle upon Tyne.
- Synodi, E. 2009. Comparative education and initial kindergarten teacher education in Winsconsin, USA and Greece. In *Comparative Education, Teacher Training, Education Policy, Social Inclusion and Child Psychology*, eds. N. Popov, B. Leutwyler, M. Mihova, J. Ogunleye and C. Wolhuter, 157-162. Sofia: Bureau for Educational Services.
- Synodi, E. 2010. Back to basics or back to play: Play in the kindergarten of Iceland, Finland, Canada and Scotland. Paper presented at the CESE conference entitled 'Enlightenment, creativity and education: Politics, policies, performances, the World in Europe – Europe in the World', August 16-19, Uppsala, Sweden. CD-ROM.
- Synodi, E. and Tzakosta, M. 2012. Language in the kindergarten of Greece and Cyprus in the 21<sup>st</sup> century. Paper presented at the 6<sup>th</sup> Conference on History of Education entitled 'Greek language and education', 30/9-2/10, Patra, Greece [in Greek].
- Troman, G. 1996. The rise of the new professionals? The restructuring of primary teachers' work and professionalism. *British Journal of Sociology of Education*, v. 17(4), pp. 473-487.
- Wexler, P. 1987. *Social Analysis of Education: After the New Sociology*. London: Routledge.
- Wilcox, B. and Gray, J. 1996. *Inspecting schools: Holding schools to account and helping schools to improve*. Buckingham: Open University Press.

Dr. Konstantinos G. Karras  
University of Crete, Greece  
kgkarras@gmail.com

Dr. Evanthia Synodi  
University of Crete, Greece  
evasynodi@edc.uoc.gr