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## Summaries

### **The impact of the Industrial Revolution on the ideas of the English Romantic Movement The case of S. T. Coleridge (1772-1834)**

by A. H. J. M. Hoefnagel

The article discusses S. T. Coleridge's reactions as a representative of the English Romantic Movement to England's transition from an agricultural society to an industrial nation state. The discussion focusses upon the ideological confrontation of Romanticism with Bentham's utilitarianism. The Utilitarianists supported a harsh and unrelenting commercialism not dissimilar to ideas represented by political economists emerging during that period. Taking a conservative stance, Coleridge advocates increased government intervention in Education and Science. Several of Coleridge ideas, e.g. to appoint expert civil servants, anticipate later reformist ideas, e.g. of the Fabian Society.

### **Educational Opportunity within and between Holland and Sweden: The Semi-Experimental Approach**

by J. L. Peschar

In this paper an attempt is made to investigate Inequality of Educational Opportunity (IEO) by means of a sequence of matched-groups experiments. First a semi-experiment was conducted in Holland over 15 years (1958-1973). Higher and lower social class children were matched on sex, age and IQ at the end of the primary school. After a follow-up of the educational career (from 11 to 26 years), a substantive amount of IEO was found. The semi-experiment was replicated for the period 1970-1976 with the same findings; in the meantime, however, an educational reform had taken place. It is concluded that IEO in Holland has not diminished. The same procedure is applied for Sweden on data covering the period 1938-1972, with almost equal results. A second Swedish data set (1961-1966) completes the sequence, allowing a comparison both IEO changes within Sweden as well as between Holland and Sweden.

It turns out that within Sweden IEO has scarcely diminished. A comparison of Holland and Sweden shows that — in spite of the large differences in educational policy — IEO in both countries is of about the same size.

### **Professionalization of education and innovation of education**

by J. M. G. Leune

This paper deals first with the question whether defining the school as a typical professional organization has consequences for the choice of innovation methods. When the school is defined as an institution dominated by experts who should have

a high degree of autonomy in their vocational practice, the use of external (political) power to implement innovations is problematic. A so-called power-coercive approach seems unjustified, because this is not in accordance with the ideology of professionalism. However, Terence Johnson amongst others has stated that this ideology often serves as an instrument to legitimate and defend particular interests of professionals (i.c. of teachers) which can conflict with the interests of clients and public. When the school is defined, not as an autonomous service organization but as a common weal organization (as defined by P. M. Blau en W. R. Scott), the use of external (e.g. governmental) power to implement innovations is more justified. Secondly this paper deals with four basic problems which are connected with the process of professionalization of innovation in education. The process becomes manifest in the growth of several specialized innovative institutions, such as school-counseling agencies. These problems are:

- al lack of planning and coordination;
- a lack of scientific knowledge about the ways of implementing innovation in education and, as a result of this problem, the weak scientific base of the know-how of schoolcounselors;
- a tension (hard to solve) between professionalization and democratization of educational policy;
- strains between the strive for improving educational qualities of teachers (internal professionalization) and organizing specialized know-how about education outside the school (external professionalization).