different ways and means of problem solving according to the various cultural, historical, and social backgrounds of each nation.

The members of the research project would very much appreciate getting in contact with institutions or persons who are also concerned with similar problems or able to provide relevant information on the above mentioned topics. If contact is desired, please forward your suggestions to one of the research team.

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DILEMMAS OF OPEN PROGRAMS
Pitfalls in Implementing Open Education Goals
A German Case study of University Education
A Summary*

HISTORICAL BACKGROUND

The German student movement of the late 60's was more or less a rebellion against the strictly closed system of higher education, especially against the unreasonable resistance of the entrenched professors ("Ordinarien") who were opposed to any basic changes in university governance or to innovations in classroom teaching. Despite similar situations existing in other areas, e.g. in the economic and community life, it is our impression that educational institutions were amongst the institutions most resistant to change.

Thus the student movement created the climate in which radical demands for long overdue educational reforms were increasingly voiced by various groups in the society-at-large.

The broad reform movement in the educational as well as in the societal field was focused on several experiments in innovation. They emphasized more open institutional structures and curriculum development. The planning process of the

* This paper was given by the authors at an “International Conference on Open Education” for teacher training, held in St. Louis, Webster College, April 1974.
Universities of Bremen, Oldenburg, Osnabrück and others can be cited as some of these experiments.

Open education here implies the hoped-for realization of participation and self-determination of each individual in his life long learning process. This is seen not only as an individual growth, but as a societal phenomenon resulting in greater equality of opportunity among other things.

The unifying idea behind open educational models like Bremen University is an ideology composed of four interrelated aspects:

First it assumes a necessary link between the reform of society on the one hand and the reforms of educational systems on the other. In other words: schools of all kinds cannot pretend to be neutral in the political and social efforts to democratize, equalize, and humanize the larger society. They must use their know-how and their technological and intellectual tools in the service of the people attempting to bring about desirable economic, political, and social changes.

One of the main results of the intended educational reforms is the initiation of a long process of integration concerning the following areas which traditionally have been isolated:

- the integration of theory and practice by overcoming the "ivory tower tradition" of academia and stressing the interdependency of science and society, especially in the fields of scientific knowledge and professional training, teaching and research etc.,
- the integration of academic studies at the university and of vocational training at schools and training seminars by removing the various barriers between both institutions and creating a so-called one-phase teacher training model.

Second, there is a need for adapting educational activities to the practical requirement of the world of work. This "anti-ivory tower approach" is to be coupled with a critical understanding of the implications one's adult activities have on the interests of the working class.

Third, there must be a permanent interaction and communication both within the educational system and between its institutions and the outside community. Thus, an emphasis is placed on breaking down the traditional barriers of knowledge by fostering interdisciplinary cooperation through such devices as "integrated studies".

Fourth, there must be a greater equalitarianism in university and society. All who work at universities should be involved in their governance, and universities should, wherever possible, eliminate differences in training which can later form the basis of invidious distinctions.

Thus, the integration on a structural-systems-level comes in: there still exists the traditional German tripartite or three-track school system with three different types of school teachers who are trained in segregated institutions for differently qualifying and prestigious levels. This hierarchy of prestige was to be abolished at Bremen University, too.