

A Critical Analysis of Marc-Antoine Jullien's Comparative Education Methodology

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Abstract

Through historical approach and textual discourse analysis, this paper offers a critical analysis of Marc-Antoine Jullien's theory and practice of comparative education. Against the Enlightenment and French Revolutionary background, Jullien formulated his humanitarian educational ideal and positivistic model for comparative educational research. Taking comparative anatomy as a paradigm, Jullien attempted to construct a rigorous educational science through observation and experimentation. He proposed that data collection in the field of comparative education be facilitated *via* a series of questionnaires of his own design and a special committee, to be composed of experts from various countries. Jullien also suggested international conferences and journals for the exchange of research results, and the accumulation of educational information as a field of reference for the formulating of educational reform policy in various countries. In spite of a certain deficiency in his methodology, Jullien has exerted a very great influence on today's discipline of comparative education.

Keywords: Marc-Antoine Jullien de Paris, comparative education, methodology, data collection, educational reform policy, information exchange

