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CESHK Advisor's Address

Comparative Education and Hong Kong

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Dear Colleagues,

It is a pleasure to write and share with you some initial impressions on returning to Hong Kong in late September of 1997, just three months after the hand-over. There is somehow a sense for me of my life having come full circle — back to the place where my interest in all things Chinese and in Comparative Education was first aroused, as a young teacher in a secondary school here thirty years ago.

Let me try to explain something of how these two areas have enriched and shaped my life over the years since I started my career here in Hong Kong. As a certificate of education student at Hong Kong University in the seventies, I was first introduced to Comparative Education, and immediately drawn to it as the field I would pursue for my graduate study. I think the reasons lay in the concepts and tools for thought it provided — to probe beneath and around the political and economic frameworks in which modern school systems are hung, and explore deeper level cultural patterns which tend to persist over long periods and have considerable predictive power. For me, Robert Nisbet's work provided a good antidote to our obsession with rapid social change, while Brian Holmes' problem approach to Comparative Education opened up ways of studying cultural dynamics which point up the different choices made within commonly shared political economic frameworks. There have been real choices, beyond the determinism of polity and economy, and comparative education can help us identify and understand them. For me, the study of China's hundred years of educational interactions with various foreign powers was a fascinating task of unraveling cultural threads which often crisscrossed the lines drawn by political system change. In terms of my interest in all things Chinese, Hong Kong opened to me a universe of meaning, aesthetic, spiritual, social and intellectual. Living within a family for six years gave me a direct experience of the strength of ties that could embrace members in Taiwan, here in Hong Kong and in the Mainland, separated for lengthy periods due to the differing political destinies of each region. It has been a great joy recently to celebrate the 80th birthday of my

Chinese mother here, and to be able to continue learning from her wisdom and experience.

Studying Cantonese first, subsequently Mandarin, and then Japanese in recent years, connected me to patterns of written communication which differ fundamentally from alphabetic systems and shaped different ways of thinking and conception. The power of that written word, both aesthetic and intellectual, and the tenacity with which it has been maintained and developed, remains a constant source of fascination to me. When I was living in Nagoya in 1996, I asked some of the Chinese students there how far they felt at home in Japan. They answered that all which met their eyes, the street and shop signs, the traditional architecture, the gardens, made them feel entirely at ease; it was only when they opened their ears that they knew they were in a foreign country! Personally, I found myself constantly reflecting on the subtle adaptations of concepts - nouns, verbs and adjectives - all drawn from Chinese and expressed in kanji yet integrated into Japanese thought and expression over a long period of time.

Finally, let me say that I believe my return to Hong Kong at this time is a direct outcome of the ways in which Chinese philosophy has influenced my life — particularly its emphasis on knowledge in action and theory in practice. For example, a surprising measure of satisfaction came from my work in the Canadian Embassy in Beijing from 1989 to 1991, due to the many opportunities to apply insights from comparative education to actual policies and activities. The return this time was neither planned nor remotely anticipated. Yet when the invitation came my way, there was a fatal attraction which I suspect was connected with the valuing of action and practice I had learned earlier. The opportunity to work with all of you in re-visioning Hong Kong's education after the end of British rule was simply irresistible. You are even more familiar than I with the issues and challenges we face together and I won't go into them here. I would just like to conclude by saying how much I look forward to collaboration and mutual learning.

Ruth Hayhoe

Articles

Issues in the Development of Education for Teaching: Hong Kong in International Perspective

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In all parts of the world, the education of teachers and other education professionals and the conducting of research and development in the field of education is contested terrain. There are many reasons for this lack of clarity about mission, direction, orientation, and purpose. The training of teachers, a central responsibility of any school of education, has only since the late 19th century been considered a professional enterprise.¹ Even now, teacher training is considered one of the least prestigious element of professional education, certainly far below law or medicine. Even though its prestige may be low, the training of school personnel is a large and variegated enterprise, ranging from generally poorly paid and often poorly trained elementary school teachers to secondary school teachers, administrators, specialists in psychology or law who deal with schools, and others.

In part, to improve and professionalize the training of educational personnel and, in part, to increase the prestige of education and of educators, there have been efforts to place both training and research in universities. In most countries, at least a part of the training and research enterprise for education is now located in universities, and in some countries, such as the United States, it is fully housed in colleges and universities. This development has brought with it some problems. Schools of education have found it difficult to gain full acceptance among the disciplines and professional programs within universities, and education faculty members are often pulled in several different directions simultaneously, focusing at the same time on research relating to education and on the professional training of teachers and a variety of other specialists.

These notes are intended to provide a perspective on the education of teachers and on educational research from a comparative perspective. The focus is on the United States. The history of the education of teachers and the growth of educational research in the United States has relevance for Hong Kong, and other countries as well. The influence of American patterns of professional training in many fields, including education, has been substantial worldwide. The lessons, positive and negative, of the

growth of teacher education and educational research may be useful for considering Hong Kong's future. This essay outlines the main themes in the growth of post-secondary educational studies and educational research from the mid-19th century until the present, focusing especially on the debates over the direction of these developments. Examples from other countries are included to provide a contrast. Our purpose is to stimulate debate in Hong Kong by pointing to key issues that may be relevant in discussing the future of teacher education and educational research.

This topic is one of considerable importance for any society, since the strength of the education system depends directly on the quality of the teaching force, and of other educational professionals. Further, research and analysis on educational policy, school achievement, and other aspects of the education of children in society can inform policy and practice. The collection and analysis of data relating to education constitute an important element of the role of schools of education.

Our topic is also a controversial one in many countries. Many have criticized teacher education and educational research for having low standards, being irrelevant to the needs of schools, and for having insufficient links to "practice." Educators, in their efforts to respond to these criticisms as well as to provide the best possible research and training programs, have often sought to make changes without a clear vision of what an effective training and research enterprise should look like.

Different models exist. This essay stresses the American pattern including both the training of educational professionals and educational research in colleges and universities, with an increasing focus on training programs at the postbaccalaureate level. Some countries train some educational professionals, especially primary teachers, in postsecondary non-university institutions, while educating secondary school teachers in universities. This has been the continental European pattern and is, in part, related to the traditional differences between primary and secondary education and the elite nature of much of secondary education. Some countries, Russia is a good example, conduct educational research in specialized institutes that are separate from both the universities and the institutions that train teachers.

There is a growing recognition worldwide of the importance of education and, by implication, of the training of education professionals. Economies are increasingly knowledge-based, and education is central to

¹ For ease of discussion, the term school of education will be used throughout this essay. In the United States, the common usage is "school, college, or department of education". The term will be used regardless of whether the school of education is housed within a university or whether it is fully independent.

the creation of a workforce that can be productive, and competitive, in the world economy of the 21st century. Hong Kong stands at the very center of this development as a knowledge-based economy at the intersection of East and West. For Hong Kong, a high quality educational system is mandatory, and effective choices about how to organize teacher training and educational research are central to educational success.

Historical Perspective: The Development of the Field of Education in the United States

Teacher education became professionalized only in the late 19th century in the United States. Pioneer educator Horace Mann, in Massachusetts, was convinced that that good schools required good teachers, and he was instrumental in organizing seminaries to provide training in both pedagogy and subject matter to school teachers. These efforts were expanded into normal schools toward the end of the 19th century. Teacher education was not included in the curriculum of existing colleges and universities, and was not recognized at the baccalaureate level. While school teaching was to some extent professionalized, it had low social status and was poorly paid. Elementary school teaching was largely a female occupation, a fact that was linked to its lack of status, remuneration, and professionalization. Secondary teaching was somewhat better paid and teachers, a proportion of whom were men, had somewhat higher professional status and often had college degrees.

At the beginning of the 20th century, the first efforts to include education in colleges and universities was initiated. Under the sponsorship of President William Rainey Harper at the newly established University of Chicago, and led by John Dewey, who established both the department of education and the Laboratory School at the University, the field of education was included among the subjects of study, and training, at the university level. From the first, the field of education at the University of Chicago involved both the training of teachers and research and analysis of education. Dewey, of course, was committed to the linkage of theory and practice, and his model was influential. When John Dewey left Chicago and went to Teachers College, Columbia University in New York City, he found an institution that had as its main goal the training of education professionals and the conducting of research on education. Again, theory and practice were linked. Teachers College, the University of Chicago, and soon afterwards such institutions as the University of Wisconsin, Ohio State University, the University of California at Los Angeles, the University of Illinois, and others provided both training and research in the field of education.

Schools of education within major universities were established, and soon provided leadership both in the training of education professionals, curriculum specialists, administrators, guidance counselors, as well as teachers, and in research on education that was translated into textbooks, new curricular models, and related innovations.

At the same time, normal schools were being upgraded to collegiate status in many parts of the United States. In Massachusetts, New York, and in much of the midwest, public normal schools achieved college status and awarded bachelors and some masters degrees in the field of education, mainly to teachers, but increasingly to other education professionals, as specialized training began to be offered to administrators and others.

By the 1930s, the field of education was reasonably well established. A hierarchy of institutions was in place that provided training to teachers and others, and the field of research in education was entrenched as well. Journals such as the *School Review* and *Teachers College Record*, published, respectively at the University of Chicago and Teachers College, were influential in shaping ideas about education. Increased respect and status for the teaching profession, higher levels of training for teachers, and the emergence of a research tradition in education went together. Throughout this period, theory and practice were linked, and the research carried out in schools of education was linked to school practice and to policy developments in education.

Recent Trends in the United States

The immediate post-World War Two period saw rapid expansion of the field of education, and significant change in the nature of teacher education and, later, in educational research. The American higher education system expanded dramatically following the war, and many of the normal colleges, that had focused exclusively on teacher training, became comprehensive colleges and universities. Teacher education remained an important part of the curriculum, but the institutions grew in both size and status as they expanded their curriculum and degree offerings. Teacher education was taken out of the normal school "ghetto" and became part of the standard curriculum in postsecondary education.

At the same time, the top-tier universities also expanded in size while changing their central focus toward graduate education and research. Schools of education at the major universities also expanded in both size and scope, and became much more oriented toward research. The links between theory and practice became somewhat attenuated as research-minded faculty looked more and more to the "parent disciplines" in the social sciences and became more involved in "pure research" and less focused on improvements in schools. This trend, which reached full flowering in the 1960s at institutions like Stanford University, the University of California at Berkeley, and especially at the University of Chicago, eventually resulted in schools of education becoming increasingly oriented.

Harry Judge has described the implications of this trend. The schools of education at many (not all) of the elite American universities became divorced from professional practice. They ceased educating teachers almost entirely. They even let advanced degree programs for practitioners slide, such as in educational

administration. The focus became largely research, and the model was imported from the mainstream disciplines. Research became increasingly separated from school practice. This model served the top institutions well for a decade or so when funds for social science research were relatively plentiful. By the late 1970s, funds were more difficult to obtain, and at the same time connections with the schools had been largely severed. These schools of education found themselves in serious trouble, and as Geraldine Clifford and James Guthrie describe, several of them, including the University of California at Berkeley, were threatened with extinction. Yale had earlier abolished its education department, and in 1996, the University of Chicago decided to close its nationally recognized department of education. The department was criticized for its low enrollments, lack of leadership and lack of connection to professional practice.

By the 1970s, it was clear that the effort of top-tier schools of education to reshape themselves along the lines of the mainstream academic disciplines and departments had failed. Cutting themselves off from the schools combined with demographic factors to significantly reduce enrollments in many institutions. Further, there was an unprecedented societal critique of the entire American educational system, and schools of education were blamed for at least some of the failures of American education. National commissions issued reports that attacked the entire educational enterprise in the United States. The most famous of these was "A Nation at Risk," and this report resulted in proposals for reform at all levels of the educational system, including the education of teachers. The knowledge base in several fields of education was also called into question. For example, the field of educational administration, which had built up a considerable body of research and widely held ideas about both the training of educational administrators and leaders and about the nature of school leadership and administration, began to reconsider its research base and the assumptions it had concerning training administrators. External criticism and an acknowledgment that educational practices and assumptions built up over several decades were not working contributed to a major reconsideration of educational research and the preparation of educational professionals.

The 1980s saw a revival of interest in involvement with the schools, and a great deal of soul-searching among schools of education. The Holmes Group, consisting of the major research universities, put forward a new model of teacher education, and pledged strong links between schools of education at the research universities. The core of the Holmes proposals included shifting much of teacher education to cooperating schools, including conducting classes on school sites and involving "master teachers" more integrally in teacher education programs, eliminating undergraduate education majors and concentrating teacher education as the level of masters degrees, and linking research and practice on teachers, including an emphasis

on "action research." There was considerable enthusiasm for the Holmes Group reforms during the 1980s, and many major universities adopted them, although a smaller number were fully implemented. By the end of the 1980s, there was considerable innovation in schools of education in terms of the preparation of teachers, administrators, and to some extent other education professionals.

The following may be considered the major directions of change that remain central to the thinking of schools of education in the United States:

- greater emphasis on teacher preparation at the postbaccalaureate level, including stress on masters degree study and certification programs;
- the use of field-based training programs for all education professionals, and less emphasis on purely classroom-based preparation;
- acceptance of a wider range of methodologies for research, especially qualitative methods and action research;
- research more focused on the problems of schools, and research using new methodologies, including action research and qualitative methods; and
- school-university collaboration and efforts to involve school personnel in university-based programs.

The 1990s have seen the implementation of many of these reforms in schools of education, but the decade has not been characterized by a full-scale major reform in these institutions. Rising enrollments and a diminution of the criticisms of the schools has also muted the sense of crisis.

Other International Trends

There has been a worldwide trend to locate the training of teachers and other educational professionals in universities, and to upgrade the certification required of school teachers to include at least the baccalaureate degree plus additional preparation in pedagogy. In many countries, including Britain, Australia, Singapore, and others, formerly independent colleges of education have been merged with universities. This is also the trend on the European continent. In some countries, pedagogical institutions remain. In China and Taiwan, as well as some other Asian countries, normal universities continue to exist and there are free-standing teacher training colleges as well, and in Russia educational research and teacher training is done in specific institutions specializing on education rather than in multidisciplinary universities. These are probably the two most widespread models of teacher preparation and educational research. Some countries have a combination of types of institutions devoted to education. India, for example, has both free-standing teacher education institutions and provides some programs in universities.

Research on education, as with all of the disciplines, has become more international. The top journals are increasingly circulated internationally, and data-bases and retrieval networks such as the ERIC system are widely used. The World Wide Web had made tracking educational

research across borders easier, and there are Internet discussion groups as well as the emergence of on-line journals. This trend provides easier access to research worldwide, but it also tends to entrench the power of the top researchers and journals working in the larger academic systems. This phenomenon is especially problematical in education, where local circumstances are so important in understanding educational reality.

The Hong Kong Context

Hong Kong offers a unique, complex, and challenging environment for the preparation of education professionals and for educational research. What Hong Kong does in this area may have wide influence in China, and perhaps elsewhere in Asia. Hong Kong, because of its location and its economy, looks in three directions simultaneously, inward at itself and the needs of the education community within Hong Kong; toward China; and inevitably internationally. More than perhaps anywhere else in the world, influences and ideas from elsewhere impact Hong Kong. Language plays a role in this complex mix of influences. English is widely used and is the language of research and scholarship for the most part. At the time, both Cantonese and Mandarin have key roles in education at all levels.

The higher education environment in Hong Kong is also rich and complex. Three major universities, the University of Hong Kong (HKU), the Chinese University of Hong Kong (CUHK), and Hong Kong Baptist University, have significant education faculties and schools, and are engaged in both research and in the training of education professionals. Indeed, HKU and CUHK are, in many respects "world class" education schools.

The Hong Kong Institute of Education operates in a multifaceted environment, and must be fully aware of its role as it plans for the future. It is certainly influenced by international trends, especially because Hong Kong attracts so many expatriates and has local academic staff trained at the best universities abroad. China may be a new intellectual influence on Hong Kong, and there is certainly more awareness of educational policies and practices in China. Hong Kong itself offers many ideas and models for education. There is a multiplicity of different kinds of schools, and different educational philosophies. Hong Kong's pluralism is a veritable educational laboratory. This creates both opportunities and challenges for the Hong Kong Institute of Education (HKIED).

The following are issues that may be of concern to HKIED, as it considers its future in the light of the international dimensions of educational research and the training of education professionals discussed in this essay, the specific academic, institutional, political, and educational environment of Hong Kong, and demands made on the Institute by government, the public, and the educational community.

- Should teacher education be at the centre of the mission

of the Institute?

- Is education seen as a lifelong process? How can the Institute relate to this worldwide trend? What can the Institute do to position itself for contributing to lifelong learning?
- How will technology influence the Institute's activities in the coming period? How will technology be used on campus for both management and for the delivery of traditional education programs? How can technology be used to better link the Institute to the schools and other educational institutions in Hong Kong?
- What should be the relationship between HKIED and the universities in Hong Kong? What can the Institute offer to the education community and to the public at large that the universities cannot?
- How can the Institute take advantage of Hong Kong's international status for exchange programs, working with institutions overseas, and other initiatives?
- What should be the relationship with teacher education and other educational institutions in China?
- What is the most effective organizational structure for the Institute to have to meet its goals?
- Should academic staff at the Institute be heavily involved in research? What kind of research should be encouraged? What is the relationship of this research to educational practice? How should research be defined and measured?
- How "accountable" should the various constituencies at the Institute be? Most important, how should the productivity of academic staff be measured?

These are some concerns that seem to this outside observer at least, to be of interest as the Hong Kong Institute of Education explores its future. It is clear that there are relatively few institutions in the world today that face the future with a new world-class physical facility, a fiscal environment that is relatively favorable, and a society that takes education very seriously.

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Comparative Education Research in the Asian Region: Implications for the Field as a Whole

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Sherman Swing (1997) observes that the origins of the field of comparative education were dominated by European scholars, who were subsequently joined by North Americans. For these two groups of people, Sherman Swing points out, Europe and North America provided a unified geographical frame of reference, with just enough diversity in individual countries to make comparative studies possible. However, she notes, during the past 30 years a generation of comparativists has rejected Eurocentrism and focused instead on less developed countries, particularly in regions formerly colonised by Europeans.

The present paper complements Sherman Swing's analysis by focusing on one of these regions. Examining the field of comparative education in Asia, the paper charts the growth and increasing vigour which have led to a shift in the centre of gravity of comparative studies. In the process, the paper echoes and elaborates on the observations not only of Sherman Swing but also of Masemann (1997). Masemann's discussion of recent trends in the field observes (p.4) that "there was a marked growth of activity in comparative education in several countries in Asia". Particular note is made (pp.4-5) of the Comparative Education Research Centre of the University of Hong Kong, which was established in 1994, and of the Comparative Education Society of Asia which held its first conference in 1996. The present author played an instrumental role in the formation and development of both these organisations, and this paper elaborates on some of the remarks made by Masemann.

Previous Commentaries on Comparative Education in Asia

Several scholars have written thoughtful accounts on the shape and scale of comparative education research in Asia. These accounts demand recognition here, not only for their many insightful observations but also because they act as benchmarks for charting further developments. Particularly valuable for their regional focus are the contributions by Kobayashi (1990) and by Shu & Zhou (1990).

Kobayashi's work was part of a chapter in a global survey of the field edited by Halls (1990). The chapter was entitled "Asia and the Pacific", in which the first part, by Kobayashi, focused on China, India, Japan and [South] Korea and the second part, by Burns (1990), focused on Australia and New Zealand. An initial comment, therefore, is that while these two contributions made many

worthwhile observations, they focused only on six countries rather than on the whole of the Asia-Pacific region.

Kobayashi began (p.200) by noting that in some senses the roots of comparative education in Asia are deep. In this respect, comparative education in Asia should not necessarily be seen as a younger field than that in Europe and North America. In ancient East Asia, for example, the education system of the Chinese empire was viewed as a model by neighbouring nations, including Japan. As early as 607 AD, Prince Shotoku of the Japanese court sent a diplomatic and academic mission to China, and this resulted in the establishment of Japan's first national system of education which was modelled on that of the Chinese. However, Kobayashi continued (p.201), only in the late 19th and early 20th centuries did comparative education gain more direct impetus as national governments sought to construct modern systems of education. Japanese authorities looked particularly to Western countries, but also set a model for others. Kobayashi observed (p.201) that:

In Thailand, the real modernization efforts began in the reign of King Chulalongkorn, who sent his brother to Europe in 1889 and also a group of officials to Japan during the 1890s and the 1900s, to study educational systems there. It is interesting to note that behind this apparent shift of interest from Europe to Japan lay a comparative judgment of the Thais on which systems would be more suited to their own needs.

More recent still, Kobayashi observed, has been the formation of scholarly comparative education societies in the four countries that he reviewed. These were:

- The Japan Comparative Education Society (JCES), which was established in 1964;
- The Korea Comparative Education Society (KCES), which was established in 1968;
- The China Comparative Education Society (CCES), which was established in 1979; and
- The Comparative Education Society of India (CESI), which was established in 1979.

The JCES and the KCES were among the five societies which contributed to the formation of the World Council of Comparative Education Societies (WCCES) in 1970. The JCES hosted the IVth World Congress of Comparative Education Societies in 1980, partly in collaboration with the KCES which organised an official pre-Congress meeting.

Turning from the four countries to focus especially on Japan, Kobayashi documented the universities and periodicals which have placed particular emphasis on comparative education. Kobayashi reported on his surveys on the nature of the field up to the 1980s, and observed that much work came under the category of study of foreign education systems rather than truly comparative studies. The dominant focus was on the industrialised countries of Europe and North America, though some emphasis was also placed on Asia; and methodological analyses were relatively rare. Yamada (1995) has provided an update on this matter, indicating that the earlier patterns are still dominant.

The article by Shu & Zhou (1990) contained some observations which paralleled those in the work by Kobayashi, but also additional insights. The authors began by quoting Kelly's remarks (1987, p.477) about the 1980s being "a time of pessimism in comparative education", with "a growing disillusionment with schools as a vehicle for change", and contrasted that with the note of optimism struck by top education policy-makers of Asian countries who confidently underscored the importance of education as "a vital force of development" (UNESCO 1985, p.5).

Shu & Zhou then highlighted the social and cultural diversity of the region which, they suggested (p.68), constituted a great advantage for comparative studies. However, the authors suggested that:

Although many Asian nations have in recent years attached increasing importance to educational research as the cutting edge of educational development, such research has lagged behind educational changes. As of 1989, only a few Asian countries have a national society of comparative education and have joined the World Council of Comparative Education Societies. In international conferences of comparative education, Asian scholars continue to be under-represented.

Shu & Zhou substantiated these remarks with analysis particularly of the attendance at, and papers presented in, the World Congress of Comparative Education Societies held in Montreal in 1989. However, they also stressed that comparative education research is not only the domain of academics. In that vein, they highlighted the fact that Asia was the first continent to be endowed with a UNESCO regional office (in Bangkok), and also the first to develop a regional plan and model for educational development (known as the 1960 Karachi Plan). They added that Asia was the first region to benefit from a UNESCO project that was subsequently initiated in other regions, namely the Asian Programme of Educational Innovation for Development APEID).

Developments in the 1990s

Against this backdrop, it is useful to chart some developments in Asian comparative education during the 1990s. UNESCO's regional office in Bangkok has found it

difficult to retain the vigour with which it was characterised in the early years, though the mid-1990s did bring some resurgence of activity. However, important developments have been visible in the academic world. Moreover, the Asian Development Bank (ADB), which was not mentioned by either Kobayashi or Shu & Zhou, has become increasingly active in the education sector. The ADB produced an important sector policy paper in 1988, which was updated in 1991 (Asian Development Bank 1991) and which now being completely revised. The ADB has also produced many other studies of education both in individual countries and in groups of countries (e.g., Asian Development Bank 1997; Brooks & Myo Thant 1996).

Concerning developments in the academic world, it is relevant to elaborate on the first of the two organisational initiatives mentioned at the beginning of this paper, i.e., the Comparative Education Society of Hong Kong (CESHK) which was established in 1990, and the Comparative Education Research Centre (CERC) which was established at the University of Hong Kong in 1994. CERC built on existing strengths within the university and within Hong Kong society, which is commonly characterised as a meeting ground of east and west, and gave comparative education a specific organisational structure in the institution. Within a short time CERC had established a substantial reputation both locally and internationally (Bray 1996, 1998). Perhaps not surprisingly, the bulk of CERC members' work focused on East Asia; but substantial work was also conducted on other parts of the world, on global issues, and on methodology in comparative education. CERC also established an active computer bulletin board called ComparEd, which by June 1997 had over 400 subscribers in Asia, Europe, North America and Australasia.

The Comparative Education Society of Asia (CESA) grew from various discussions, including by a group of colleagues at the VIIIth World Congress of Comparative Education Societies, held in Prague in 1992. Further planning meetings were held in Fukuoka, Japan in 1994, and during the CERC inaugural symposium in Hong Kong in 1995. CESA has over 600 members, held its first conference in Tokyo in December 1996, and seems set for further growth and development. The CESA Board of Directors decided that conferences would be held biennially rather than annually, and that the next conference would be held in Beijing in October 1998.

The formation of CESA is particularly significant as a regional body. Strong national and quasi-national societies already exist in such countries as China, Japan, Korea and Taiwan, but no such societies exist in such countries as Philippines, Singapore, Malaysia, Thailand and Vietnam. Moreover, in India, the organisational infrastructure for comparative education has deteriorated. During the 1980s the Comparative Education Society of India failed to maintain its initial promise, and by the 1990s it was dormant. CESA therefore acts as a mechanism through which scholars and practitioners in

countries which otherwise would have no national infrastructure can meet in a regional setting and can also benefit from the vigour of leaders in countries which do have active societies.

Several other factors in the 1990s have also made major contributions to the field of comparative education. First is the further opening to the outside world of the People's Republic of China. On the one hand this has meant that outsiders have been able to obtain from primary sources information of a type previously denied; and on the other hand, perhaps even more significantly, large numbers of Chinese scholars have moved out and back, gaining extensive knowledge of other countries and systems of education. Particularly impressive is the growth of expertise in English language in many Chinese universities, which equips these scholars for travel and interaction with much broader international frameworks than was previously the case.

Paralleling these changes have been shifts in Indochina, i.e., Cambodia, Laos and Vietnam. These countries were previously in the Soviet sphere of influence, and were generally closed to comparativists and other scholars in the rest of the world. The fact that they have opened their doors, and that many people in these countries have learned English, has greatly increased the interflow with the English-speaking international community. Also of great significance, and related, has been the collapse of the Soviet Union. For comparativists this has had several effects which to some extent parallel those in China and Indochina. Again, many people in the former Soviet countries are learning English, which both gives them access to the English-speaking world and gives the English-speaking world access to them. Second, the fact that the former Soviet republics are now sovereign states has brought them into much sharper focus. Thus delegates from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, for example, are much more likely to be found in the meetings of UNESCO, the ADB and other international organisations. The countries also now feature much more prominently in journals and international handbooks.

To illustrate the implications of these changes, it is worth calling attention to a book by Tilak (1994). The book was entitled *Education for Development in Asia*, but did not even mention the parts of Asia which had been in the Soviet Union. Other parts of the region were mentioned but neglected. The author excused the paucity of commentary on North Korea, Macau, Brunei Darussalam, Cambodia and Maldives, on the grounds that data on these places were not available (p.26). This statement would have seemed questionable even the early 1990s when presumably the book was written; but it would be quite untenable in the later 1990s, since detailed data on education in all these places, with the possible exception of North Korea, have become readily available in the international arena.

Implications for the Field as a Whole

The patterns and developments charted above are arguably of considerable significance not only for Asia itself but also for the whole field of comparative education. Four main areas are identified here, namely the volume of comparative research, the languages of reporting, geographic foci of comparative studies, and the topics studied.

The Volume of Comparative Research

In so far as the home of comparative education research is primarily in universities, it is necessary to begin with that sector. As a region of great diversity, Asia naturally has divergent models of higher education. South Korea has very high tertiary enrolment rates, while China has much lower enrolment rates. Universities in the Philippines in general emphasize teaching more than research, but universities in Hong Kong have in the 1990s placed very strong emphasis on research. In general, higher education in Asia has expanded significantly during the last decade, and will continue to expand. In many parts of the region, moreover, increasing emphasis is being placed on research output as a criterion for evaluation of institutions and individuals. This means an increase in the volume of research of all types, including comparative education.

Moreover, several of the comparative education societies in Asia are much larger than their counterparts in Europe and North America. For instance, the Japan Comparative Education Society (JCES) and the Chinese Comparative Education Society-Taipei (CCES-T) each have over 600 members, and the Korea Comparative Education Society (KCES) has over 300 members. In comparison, the British Comparative & International Education Society (BCIES) and the Comparative & International Education Society of Canada (CIESC) each have fewer than 200 members. The scale of the CCES-T is particularly impressive, and on a per capita basis (for an island with just 20 million people), is probably the largest in the world.

Several international organisations are also major producers of comparative education research. This includes the UNESCO Principal Regional Office for Education in Asia & the Pacific, which during the 1980s and early 1990s had declined in visibility but which is making renewed efforts to play an active role. It also includes the Asian Development Bank, which has emerged as a major figure in the education sector. Thus considerable work is being conducted outside universities as well as within them.

The Languages of Reporting

The field of comparative education is, but its nature, strongly aware of linguistic divides. Like other domains of enquiry, the principal vehicle for international reporting of comparative education is English. The English language dominates the professional work of the UNESCO regional

office, and English is also the official working language of the Asian Development Bank.

Within the Soviet sphere of influence, the principal medium for reporting was of course Russian. The collapse of the Soviet Union has led to a reduction of emphasis on Russian, and has also led to an increase in literature in English on such countries as Kazakhstan, Mongolia and Uzbekistan. At the same time, the growth of comparative education research in Chinese-speaking communities has brought a rise in Chinese as a vehicle for reporting of comparative education. This has already been very evident in Hong Kong and in Taiwan, and is likely to become increasingly evident in the People's Republic of China. Increasingly important journals include the *Comparative Education Review* published in Chinese by Beijing Normal University [and not to be confused with the English-language journal of the same name published in Chicago], and the journal *Foreign Studies of Education* published by East China Normal University in Shanghai. Also, several textbooks of comparative education have been written in Chinese during the 1990s (e.g., Su et al. 1990; Zhao & Gu 1994).

Geographic Foci of Comparative Studies

Sherman Swing, as noted at the beginning of this paper, has commented on changing patterns within the field of comparative education in the types of societies investigated. In so far as Asian comparativists are focusing on Asian societies, they contribute to a balancing in the centre of gravity, which was previously dominated by Europe and North America. The Asian societies are diverse in cultures (Buddhist, Christian, Islamic, Confucian), in economic wealth (Japan may be contrasted with Bangladesh), in size (China may be contrasted with Maldives), and in political ideology (North Korea may be contrasted with Singapore). This presents a rich tapestry of variables for comparative study, and can provide examples and insights to enhance overall conceptual understanding in the field.

At the same time, in so far as Asian comparativists are also focusing on Europe and North America, they bring to analysis of those countries a very different set of lenses from those used by North Americans and Europeans themselves. Japanese scholars, for example, come from a highly centralised education system which is largely monocultural and which places strong emphasis on formal approaches to learning. The types of questions that Japanese scholars ask about education systems are rather different from those of scholars which take decentralisation, pluralism and discovery learning as a set of norms.

The Topics Studied

Given the range of cultures and societies in Asia, it is natural that the topics studied by Asian comparativists should also vary. Particular contributions, however, include understanding of the nature of learning in Confucian societies, and of the role of education in economic growth

(particularly in the so-called "East Asian Miracle" states). For those concerned with cross-regional comparisons, Asia can provide examples of the relationship between colonialism and education, for comparison with Africa, Latin America and the South Pacific. It can also provide examples of relationships between education and national development. A further, perhaps under-researched area, would examine the links between Islam and education in Asian countries (such as Brunei Darussalam and Pakistan), African countries (such as Egypt and Senegal), and Middle-Eastern countries (such as Iran and Yemen).

Conclusions

The picture of comparative education in Asia has changed dramatically during the last decade, with the collapse of the Soviet Union and the opening up of such countries as China and Vietnam. The decade has also witnessed important institutional developments, including the emergence of the Asian Development Bank as a major actor in the field, the establishment of the Comparative Education Research Centre at the University of Hong Kong, and the formation of Comparative Education Society of Hong Kong and the Comparative Education Society of Asia.

One should not expect all the advances to be firm. In this respect, lessons must be learned from the fact that the Comparative Education Society of India was unable to sustain the early momentum displayed after its formation in 1979. However, the number of new initiatives is so great and so vigorous that they are certain collectively to have a lasting impact on the field. To those of us living and working in this part of the world, it is a period of great excitement; and we invite colleagues from other parts of the world not only to observe but also to collaborate in extending the frontiers in our evolving field.

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ACADEMIC LIFE IN THE SAR

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On July 1, the PRC acquired seven new universities, three of which are rated among Asia top ten (*Asiaweek*), and five of which are larger than 90 percent of the universities in China. The 5,000 plus faculty that come along with Hong Kong universities constitute an academic profession that is well integrated into the global academy (as much a function of the internet as of academic freedom). China's newly acquired faculty is well accustomed to Western academic tradition, organization, governance, finance, and campus cultures. Maintaining the university campuses in Hong Kong will be a challenge for the new Hong Kong Special Administrative Region (SAR) government, as well as for Beijing.

Has academic life in Hong Kong changed under the PRC? Despite the transfer of sovereignty, the academic profession in Hong Kong has maintained itself, including a high proportion of international faculty. Changes affecting the academic profession are more a function of rapid expansion in student numbers, public pressure for fiscal accountability, and global trends in higher education, such as the devolution of financial responsibility, and increased accountability. The integration of Hong Kong academics into the global academy has not been hindered by their increased engagement with academics in mainland China, and has even been strengthened by it as Hong Kong academics continue to play the bridging role between mainland China and the outside. Assuming that academic traditions and values are preserved there may be little, if any, deterioration in the quality of academic life.

Since sovereignty retrocession, Hong Kong universities have continued to transform themselves. Changes include expansion and consolidation, the introduction of a credit unit system, staff reviews, management reviews, recurrent funding assessment, teaching and learning quality process reviews, new admission standards, an increase of students from outside of Hong Kong, staff re-titling, broadening courses,

retrenchments, budget top slicing, as well as discussion about moving from a three to four years system. Yet, very little of this change, so far, seems directly tied to Beijing control over Hong Kong. Moreover, there seems no reason why at least three or more of China SAR universities in Hong Kong should not again find themselves rated among the top ten in Asia in 1998.

If academic staff in Hong Kong had to operate within the standard system found on the Chinese mainland, major adaptation would be necessary to accommodate mainland academic tradition, organization, governance, finance, and institutional culture. Furthermore, a loss of internet facilities would drastically decrease integration with the global academy.

As PRC based academics, we are now expected to adhere to three cardinal principles: Do not advocate the overthrow of the central government; Do not advocate two China or the independence of Taiwan; and; Do not advocate an independent Tibet. Beyond this, the one country-two system principle remains intact. Campus book shops and libraries still have writings by Fang Lizhi, Liu Binyan, Yan Jiaqi, and Xu Jiatur. Campus student union centres still have displays commemorating the 1989 student movement. Professors still criticize the government and return to teach the next day. All this makes campus life in Hong Kong seem light years from that in the rest of the country.

Not long after sovereignty retrocession in July, the "50 years no change" principle was tested in practice. The president of the University of Science and Technology, contending he had no intention to harm freedom of expression, was criticized by several prominent academics, as well as the president of the Professional Teachers Union, for pointing out that "Chinese mainland" rather than "mainland China," is the politically correct wording, especially in reference to Taiwan. Not long after that the Hong Kong SAR Chief Executive Tung Che Hwa referred

several time to "mainland China," rather than the "Chinese mainland," in his address at the opening of the World Bank IMF meeting.

In another case, Mr. David Chu, a Beijing appointed Hong Kong legislator, took aim at Professors Hamlett and Baum, who criticized Chu's views on education and patriotism. Chu appealed to university officials to terminate their stays, alleging they were unfit to teach in Hong Kong. Shortly after, their two universities declared unequivocal support for freedom of expression, and the legislator profusely apologized. In another part of the country, universities are being told to give priority to ideological and political construction and to stem the spread of spiritual pollution. Same country? Yes. Same system? No.

Academic freedom is specifically guaranteed under Article 136 of the Hong Kong Basic Law. Aside from an increase in self-censorship, the guarantee remains firm. There is much at stake: economy, finance, international image, reunification with Taiwan, as well as a keen interest in any lessons that can be learned from the evolution of law and government in a Chinese society — this market oriented new experimental zone of the PRC.

Hong Kong academics may share more with their counterparts in other parts of China than expected. Only 10 percent more of the academics surveyed in 1993 from Hong Kong three top universities (65%), than those surveyed in 1994 at a major mainland university (55%), agreed that their administration supports academic freedom. Even less faculty at Hong Kong's other four institutions of higher education agreed (34%). Differences are mitigated by a common cultural perspective, economic integration between Hong Kong and China, the almost totally state funded university system in both Hong Kong and China, and stepped-up academic exchanges, not only between the two systems but also with the larger global academy.

The integration of Hong Kong academics into the global academy has been strengthened rather than hindered by their increased engagement with academics in mainland China. Moreover, there is enormous potential in the coming decade for a large shift toward appointment of academics from mainland China who earned their doctorates in the United States and other Western societies. More academics from the Chinese mainland who earned their doctorates overseas are already beginning to taking up residence in Hong Kong in greater numbers. Their competitiveness within the increasingly performance based higher education system in Hong Kong will assure continued recruitment. They will also join their Hong Kong counterparts in the role as a bridge between academics from China and the rest of the world.

More than a half year has passed and there is little talk about "the good old days," or "how it used to be." Most academics are staying put for the moment. Some

academics point to potential hazards ahead, such as the University Grants Committee's statement on academic freedom and autonomy: "These are not absolutes — there are restrictions — and their survival depends very much on pragmatic considerations of efficiency as on moral and ethical arguments." As sensible as it may be intended to sound, it does little to console members of the academic profession to be reminded of this. Some even see signs that the universities are being reigned in. The expansion of university places has ceased, though it is still far below that of other economies in its class. Even though Hong Kong continues to prosper, universities are experiencing their first ever budget cuts. The new Chief Executive of Hong Kong allocated five billion dollars to school education, with little left over for the universities. Retrenchment and early retirement, terms unfamiliar to Hong Kong until now are increasingly bandied about staff clubs. Most agree, however, that such changes have more to do with global trends in higher education than with sovereignty retrocession.

The differences between universities under capitalism and socialism are not as great as expected. Both Hong Kong and the Chinese mainland share a number of similarities. Both systems share a common cultural heritage. As China becomes increasingly market oriented, it permits an expansion of linkages with Hong Kong formerly restricted by ideology and central planning. Aside from increased economic integration, academic exchanges have been stepped up which means that there is not only more familiarity and less suspicion among staff and students about each other's systems, but also more of a common perspective about the functions of higher education. Both systems are almost totally dominated by state funded universities which are increasingly being told to be more cost effective and raise more of their own funds. That said, great differences between the systems still exist. The gap between income and qualification of staff between Hong Kong and the rest of China will remain for many years to come.

Most changes affecting the academic profession have been a function of a rapid expansion of student numbers, public pressure for fiscal accountability, and global trends in higher education, such as the devolution of financial responsibility. When Hong Kong was a two university city until the late 1980s, though costs were high, the scale of higher education was small. With almost eight universities, costs have rocketed. Government expenditure for higher education was 35 percent of the education budget in 1994-95 and has remained almost unchanged since that time. Staff costs account for almost half of that expenditure, and the public is understandably interested in getting value for money. Unfortunately, the result has left university staff drowning in assessment procedures that do more to increase bureaucracy than quality.

FROM JIULONG TO BEIJING: AN OBSERVER'S DAIRY

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Recently back from Cantonese and Mandarin China (Hong Kong and Beijing respectively) after an almost three week long sojourn, Delhi appeared strangely more noisy, polluted and a mad rush of a city! China seemed such a refreshing change. I have been planning this visit since the dawn of 1997, the year of the historic H.K. hand-over. East Asia has always fascinated me even as an undergraduate three decades ago, when I had offered to study a course on the History of the Far East, particularly that of China and Japan at the University of Delhi. Today, as a member of the Faculty of Education at the same University, I have proposed a revision of the Master of Education paper for the course on 'Comparative Education Systems' which I teach, to include a study of the Education Systems and Problems in China, Japan and other Third World developing nations.

In the early sixties, one had not realized that the 99-year's lease of H.K. would become a reality within one's life time. As 1st July 1997 drew close, I began my preparation for a post-handover journey, hoping to have a peep into the past with one's nose into the future.

My departure date was set to coincide with our own autumn break, and the beginning of the new academic term for the Chinese University of Hong Kong and the University of Hong Kong. My 3-week visit included participating at the 23rd International Population Conference of the IUSSP (International Union of the Scientific Study of Population) held in Beijing from 11th October till 18th October 1997. Population and education planning being both my field of interest and specialization, the population game being played globally, made me a keen observer of the demographic wooing of India and China by 'concerned' nations for obtaining a captive market.

It would have been absolutely impossible to travel to and fro in H.K. and on a 30-hour train journey to Beijing (with my total lack of any oral or writing skill in either Cantonese or Mandarin) if it weren't for a highly well-developed 'human face' in these two cities. The campus of the CUHK and BNU (Beijing Normal University) became literally my 'home' for those three weeks. A varied experience from campus life I had experiences at the Harvard University, USA in 1974 and the Dacca University, Bangladesh in 1981, the campus life at Delhi University notwithstanding.

Most nations after World War II (post 1945) have used economic indicators to judge the progress and development of a nation. Being an educationist, non-economic indicators have always tended to fascinate and absorb me. In our academic world, with widespread use of computers, education gets increasingly to be a lap-top and a desk-top business rather remotely controlled. I get agitated by the neglected human element in the process of

human resource development which all of us together are espousing to achieve.

One fails to comprehend, how the British could govern H.K. for 99 years, when not a coherent word of English is spoken on the streets from the Kai Tak Airport to the Hung Hum Train Station! I shudder to think how I would have reached the Yali University Guest House from the Airport if it wasn't for the friendly insight of my counterpart colleague at the CUHK whom I was yet to meet. She had thoughtfully faxed to Delhi the exact location plan of the campus in Cantonese, for the benefit of my taxi driver. I had presumed that the economic miracle of H.K. despite the stark ignorance of the English language must have corroded the human spirit but my experience spoke volumes to the contrary. My first evening walk to the University Station at the CUHK campus, a young school sixth former called Eva escorted me to the Shatin super-market and back. She volunteered herself, being aware of the language problem I would face. When my watch strap snapped, during the KCR journey losing the pin which holds it together, Eva took it to a very flash watch repair chain shop. The smart shop woman spent 15 minutes looking for the right sized pin and ultimately got it into place. On asking how much I should pay for the service rendered — she gave me the most beautiful smile and nodded her head to mean it was 'gratis'. By now Eva had taught me two magic words 'Ninhao' (How are you) and 'Xie Xie' (Thank you). At the largest book-store at Shatin, she helped me purchase a small book called 'Say it in Chinese'. One hardly found any book titles for English speaking foreigners but there were plenty for the locals wanting to learn and speak English including language cassettes.

One of the best sights for me on that late Sunday afternoon, was to watch children aged 5 and above browsing through a variety of books in that Shatin book store, instead of preferring to watch the 'tally' in the comfort of their home. Reading habits as I was to confirm later even in Beijing, is taken very seriously in these two cities, while at the same time enjoying learning and generally having fun! While the Indian student enjoys the emotional and economic security of their parental home, racing around campus and town in the family car, with no worry of commitment and accountability to anyone, those at H.K. and Beijing exhibited a deep sense of purpose. One girl student Zhaoping who will graduate from the BNU in the year 2000, the only child of her parents, confessed her fear of having to leave her ageing parents alone as a job outside her parental home town was a certainty. She confided that most young people who are the only child of their parents, worry about it and that she herself was going to work hard to keep a helper for her mother. Such warm and caring words! The University libraries were made

optimum uses of, which at the BNU were open till 10pm, closing for 2-3 hours during mid-day when students were supposed to be in their respective classes. At the CUHK, a lot of girl students had books on banking & finance, international economics (all written in English). They expressed their avid desire to read economics which seemed very popular, especially amongst woman-students. At the Friendship Restaurant in BNU where I normally had my early dinner, I met a lot of students who were taking degrees in Education and Environment and Pollution Studies from Tsinghua University, some even expressed their need to become lawyers.

The length and breadth of China was visible in the growth of Beijing as a modern, gigantic metropolis, a veritable change from a nation which worried where its next meal would come from — a few decades ago. The physical dimension of its men and women had also undergone a sea-change. I seemed to be the only diminutive sized person out there! They were certainly eating better — a far more vitamin and protein enriched diet. The 'joie de vivre' amongst the colourfully well-dressed students, with happy rosy-cheeked cherubic faces, was very inspiring. For the benefit of the young adults at the University and those outside who were addicted to having a 'drink' with their meals, the Inner Mongolia Linha Health Brewery had introduced the 'Jinchuan Health beer', a mineral water beer supposed to be a health drink. Clothes & food seemed not dear items. In the campus, I was always given a friendly look and some students would come up to me to 'talk' despite the language handicap. We 'talked' in signs & symbols which seems to be replete in China. I noticed their usage throughout my 30-hour train journey to Beijing, at every station that our train stopped and even on the train. The double-decker train to Shanghai with lacy curtains which passed us by, was my eyes delight.

Changes are taking place in the Chinese scene but with a lack of seeming chaos unlike India, where every little change causes dramatic and traumatic ripples. Therefore reforms most often tend to cease mid-stream. In China, the sense of purpose for which the reform has been set into motion, the determination is there to see it through to its very end. China didn't exactly wear Confucian tenets on its sleeves, and yet one could feel the vibration for a nation at work, in a very subtle, modern and liberal fashion tinged with a high sense of patriotism. Civic education seemed to be at its premium. Even a small child is attuned to the basic civic laws. In India, it is just the opposite, where a child, adolescent and even the adult take pride in flouting every civic law of the land. The Chinese system definitely seemed a more coherent, integrated education, contributing to the nation's growth, in which every child I found was an aid in that development, by being the focus of the nation's attention and also its tool. There was no preaching of precepts through. There was pure practices. While none had 'God' on his lips, this nation of non-believers, worked feverishly in a god-fearing manner. In India ironically, it was just the reverse.

The three-storeyed McDonalds not far from the BNU, and the large Pepsi Restaurant in the heart of the Beijing zoo and 'cokes' being consumed so liberally, was a scene I was thoroughly unprepared for. I met a group of students who were taught English by a young American who had himself studied Mandarin in Taiwan for a few years and had been successful in obtaining a teaching assignment for English at the BNU. I thought that was liberal! I even met a female Dutch scholar in the Chinese language at the SOAS (School of Oriental and African Studies in London) at the Friendship Restaurant, who interpreted my 'a la carte' menu which was often double Dutch for me. I preferred my fixed menu when dining alone.

Women's emancipation was not a boiling issue as in India. I was awe-struck by the People's Government having actually aided and abetted in the achievement of this goal. With no reservation, one could sense the 'woman power' in China. They were in the forefront every where, driving taxis and buses, running fast food and other restaurants, hair dressing salons and in super-markets and in a variety of other establishments. On the train back to H.K., I met a dermatologist from the Medical College in Inner Mongolia who was on her way to Taiwan for a conference on dermatology. There was a lot of movement to and fro of women specialists. The President of the China Population Association, Madame Peng Peiyun, a remarkably astute woman is also the State Councilor and Minister in-charge of the State Planning Commission. Her speech at the opening ceremony of the Population Conference was delivered with ease, sharing the moment with Prime Minister Li Peng.

Talking to the Chinese male, they pleasantly responded that half their lives were ruled by Mao, and their current lives are governed by their women! I found the remarks very endearing and concluded that the women had conquered the heart of their men with no embellishment of jewellery but through sheer hard work. That to my mind was true gender equity.

Having achieved a higher literacy rate than India, China is now battling with the issue of housing which I am sure will be a non-issue by the 21st century. I wish to conclude by recalling that great economist Alfred Marshal who as a first liner in his timeless volume *Principles of Economics* published more than a century ago had written in his Book 1, Chapter 1, Page 1: "Economics is a study of Mankind in the ordinary business of life and examines that part of individual and social action which is most closely associated with the attainment and with the use of material requisites of well-being. Thus, it is on the one side a study of wealth and on the other and more important side, a part of the study of man. For man's character has been moulded by his every day work."

The above lines have never ceased to impress me and have become part of my basic intellectual tool. The experience during my brief stay in H.K. and Beijing has provided me with the assurance and belief in the 'skilled' human being who will ultimately beat the system.

Educational Innovations for Development in the Asia-Pacific Region

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Perhaps more than ever before, in the Asia-Pacific region, education and schooling are seen as being essential contributors to economic development and key sources of influence in helping overcome development related problems. However, while there is a strong belief amongst countries about the value of education, there is, at the same time, some widespread dissatisfaction with the quality and effectiveness of what currently occurs in education systems. Thus, countries continue to seek assistance in finding creative solutions to prevailing education problems, partly through learning from each other through the sharing of experience.

In keeping with the various developments related changes that have occurred (and still occur) within the Asia-Pacific region, countries continue to place great emphasis on the importance of *educational innovation for development*. As a result, the purposes of UNESCO's Asia-Pacific Programme of Educational Innovation for Development (APEID) remain just as fresh, important and relevant today as they were when the programme was founded in 1993, in response to the expressed wishes of countries in the Asia-Pacific region.

APEID aims to help Member States strengthen their capabilities and self-reliance, at the national, sub-national and grassroots levels, for the creation and use of educational innovations to solve educational problems for the realization of national development goals. The programmes developed to achieve this purpose are based upon the sharing of experience between countries to help achieve educational innovation for the economic, social and cultural development of countries in the region.

In order to achieve this purpose, APEID has four key objectives:

1. To promote an awareness of the need for innovation and the possibilities for change;
2. To stimulate an understanding of the process and practices of innovation, and to identify and stimulate innovative activities and co-operative action amongst Member States, with a view to encouraging the systematic experimentation and adoption of educational innovations in response to the problems associated with development;
3. To assist the Member States in strengthening ongoing national programmes which are developing innovative indigenous techniques for dealing with one or more aspects of development-orientated education in terms of personnel, techniques and

management capacity; and,

4. To encourage the inter-country transfer of experience and technical co-operation, particularly through exchange activities, advisory services and dissemination of information.

Many of ACEID's activities are developed and implemented through utilizing a network of 199 co-operating Associated Centres (ACs) located in 29 member countries throughout the large and diverse Asia and Pacific region, which is home to 63 per cent of the world's population. Although the idea of sharing knowledge and experience through networks has now become commonplace, this was a new and highly innovative idea when APEID established its regional networks of Associated Centres in 1973.

Programme areas currently include: environmental education; teacher education; science and technology education; enterprise education; technical and vocational education; higher education; distance education; special education; educational technology; educational research for improved policy and practice; the restructuring of secondary education; and, preventative education (population, drugs, HIV/AIDS etc.). In each of these areas the emphasis is upon innovation and research to help further develop schooling and education in the countries concerned.

During almost quarter century of its operation, APEID has succeeded in helping to develop high-level commitment to educational change, in providing a model of institutional collaboration, and in generating significant innovative processes within countries. There are visible indicators that national authorities are committed to educational innovations for development, and numerous APEID publications also report on national innovations arising as a result of APEID's initial support, in terms of technical backstopping.

Funds for the programme activities and personnel working in ACEID continue to be mainly provided by the Regular Programme of UNESCO adopted by each session of the UNESCO General Conference. Considerable support has also been provided by participating Member States; through contributing services in kind, regarding the organization of programme activities and by providing the help of specialists. Support has been extended in the form of voluntary contributions in cash and through funds-in-trust, most recently by Japan, China and the Republic of

Korea.

APEID's programme areas are determined in consultation with UNESCO Member States. This consultation occurs in two main ways: first, through the General Conference of Member States at UNESCO Headquarters, Paris, every two years (1991, 1993, 1995 etc.); and, more specifically for those in the Asia-Pacific region through the regular consultation meetings that occur with Member States in the region, such as at meetings between UNESCO and the Ministers for Education and those responsible for economic planning in Asia-Pacific countries.

It is clear from such meetings that countries are keen to enhance the role of education as a dynamic force for change and improvement as they confront the threshold of the 21st century. As always, APEID remains dedicated to being responsive to the wishes of Member States as they seek to obtain reliable technical assistance and backstopping in order to help promote effective educational innovation for development.

Despite the continuing success of APEID activities, these are increasingly difficult times in which to operate, due to funding cutbacks and staffing shortages.

At a time of reduced funding, we must critically assess our modes of operation to ensure that maximum benefits are obtained from resources and that the most effective services are being provided to our Member Countries. Thus, APEID itself needs to find new, more creative ways to achieve its mandate to assist Member Countries further develop their education and schooling systems.

In the future, change and development will continue to define both the trends and the tasks facing

APEID. This means that preparing for a future that is being shaped by change is an essential element of the strategy for educational development. Many new aspects are very much now in all the settings - classrooms or work places - where education and training take place. The implications for reorienting the Asia-Pacific Programme of Educational Innovation for Development (APEID) include the following:

1. APEID should be visionary in orientation;
2. APEID should sensitively reflect the development context and the imperative or regional co-operation in order to keep its work relevant; and
3. APEID's work places and methods of work should be flexible in order to respond to change.

It is only through such a reorientation of activities that, as we fast approach the dawn of the 21st century, APEID can look forward to the reinforcement of its *leit motif*. To achieve this APEID cannot be complacent about what it has been doing, but must search for appropriate solutions to the problems arising in a rapidly changing region, and seek guidance from what has worked in the past.

APEID continues to subscribe to the view that if education is to contribute to national development and to the personal enrichment of individuals, it must be both creative and innovative. Through creativity, novel ideas are transformed into useful programmes that help overcome obstacles to development.

*Address presented at the Second UNESCO-ACEID International Conference was held in Bangkok, Thailand, 9-12 December 1996.

Hong Kong in:

The XLI Annual Meeting of the Comparative and International Education Society (CIES), 19-23, March 1997, Mexico City

Hong Kong academics are active in international meetings on Comparative Education, and the CIES annual meeting is certainly one of them. The theme of the 1997 annual meeting was *Education, Democracy and Development at the Turn of the Century*. Seven papers presented in the annual meeting touched upon Hong Kong, namely:

1. "Language Education in China: A Comparison of Chinese and English" by Bob Adamson, University of Hong Kong and Winnie Lai, University of Hong Kong
2. "Supply and Training of Teachers in the Development of Mass Education: The case of Hong Kong" by Yue-ping Chung, The Chinese University of Hong Kong

- and Kwok-wai Ko, Hong Kong Institute of Education
3. "An Evaluation of the Compulsory Education of Hong Kong" by Hin-wah Wong, The Chinese University of Hong Kong
4. "Civic Education in Hong Kong" by Wing-on Lee, University of Hong Kong
5. "Education in Hong Kong at the Turn of the Century: Democracy and development as alternatives" by Anthony Sweeting, University of Hong Kong
6. "Hong Kong's Teaching and Learning Quality Process Reviews: Threat to institutional autonomy or inevitable, expansion-related assessment program?" by Edward Trickey, University of Southern California

Hong Kong participants also presented papers on a wide range of topics including:

1. "Comparative Education Research in the Asian Region: Implications for the field as a whole" and "National Self-Determination and International Dependence: The Organization and control of secondary school examinations in small states" by Mark Bray, University of Hong Kong
2. "Higher Education Reform in The People's Republic Of China -- The Role of the National Academy of Educational Administration (NAEA)" by Kai-ming Cheng, University of Hong Kong
3. "The Supply of Higher Education Manpower in Hong Kong: From dependence to independence" Yue-ping Chung, The Chinese University of Hong Kong and Hing-tong Ma, Monash University
4. "Private and Public Costs of Schooling in South China" by Fan-sing Hung, The Chinese University of Hong Kong
5. "Turning Manufacturing Workers into Service Managers" by Victor Forrester, Hong Kong Institute of Education
6. Roundtable Discussion on "Building Social Capital in Asia and the Pacific" involving Ruth Hayhoe of Hong Kong Institute of Education, Kai-ming Cheng and Wing-on Lee of University of Hong Kong.
7. "The Contradictions of Cultural Preservation Among National Minorities in China" by Gerard A. Postiglione, University of Hong Kong

New Works by CESHK Members:

■ W.O. Lee & Mark Bray (eds.),
Education and Political Transition: Perspectives and Dimensions in East Asia

Hong Kong: Comparative Education Research Centre, 1997, 117 pp. ISBN: 962 8093 93 2. (20% discount for CESHK members)

This book contains a selection of papers from the inaugural symposium of the Comparative Education Research Centre, The University of Hong Kong. The topic is of considerable importance not only to Hong Kong but also to other parts of the region and beyond. Some of the contributions to the book are broad-ranging in geographic coverage, while others focus specifically on mainland China, Hong Kong, Singapore and Taiwan. Among the themes addressed are relationships between intellectuals and the state, language policies, and moral education. Contributors include: M. Bray, W.O. Lee, R.K. Johnson, K.W. Cheung, W.W. Law, and S.H. Pun.

■ Mark Bray & W.O. Lee (eds.),
Education and Political Transition: Implications of Hong Kong's Change of Sovereignty

Hong Kong: Comparative Education Research Centre, 1997, 169 pp. ISBN: 962 8093 90 8. (20% discount for CESHK members)

This book presents a collection of articles on the implications for education of Hong Kong's change of sovereignty. The articles were all written at the actual time

of the change of sovereignty, by authors who have detailed knowledge not only of Hong Kong but also of other parts of the world. Among the themes addressed are educational administration, language, higher education, adult education, and the roles of churches. The articles present important conceptual insights in a comparative framework. Contributors include: M. Bray, W.O. Lee, A. Sweeting, W.W. Law, J.K. Tan, B. Adamson, W.A.Y. Lai, P. Morris, K.K. Chan, R. Boshier, C. Dimmock, A. Walker, and J. Tan.

■ John D. Montgomery (ed.),
Values in Education: Social Capital Formation in Asia and the Pacific

New Hampshire: Hollis Publishing, 1997, 199pp. ISBN: 1 884186 07 6

The focus is on Asia; the relevancy is worldwide. Education reinforces the values of a society and encourages behaviour that contributes to a desired future. That behaviour is the basis of 'social capital' — the cumulative capacity of social groups to work together for a common good. This book examines the values that inform social action and shape institutions in the nations of Asia and the Pacific. The work of eight distinguished scholars specializing in comparative education, social theory, behavioural sciences, and evaluation and measurement, Values in Education addresses the relationship between core values in Asia and the Pacific and the educational systems that reflect and affect them. Chapters on theories of human values, human rights, social change, educational

communication, cultural diffusion, and social 'engineering' combine to provide a multidimensional approach to a topic of major international importance. Contributors include: K.M. Cheng, W.K. Cummings, N. Glazer, R. Hayhoe, J.M. Heffron, A. Inkeles, W.O. Lee, and J.D. Montgomery.

■ Gerard A. Postiglione and James T.H. Tang (eds.)
Hong Kong's Reunion with China: The Global Dimensions.

New York: M.E. Sharpe, 1997.

The issues surrounding Hong Kong's global position and international links grow daily more complex as the process of Hong Kong's transformation from a British colony to a Chinese Special Administration unfolds. This volume address a number of questions relating to this process. How international is Hong Kong? What are its global and international dimensions? How important are these dimensions to its continued success?... These questions are presented as they pertain to the changing situation; relations between mainland China, Taiwan and Hong Kong; cultural internationalization; media internationalization; and universities within the global economy.

■ Gerard A. Postiglione and Grace C.L. Mak (eds.)
Asian Higher Education: An International Handbook and Reference Guide.

Westport: Greenwood Press, 1997.

Asia is home to a majority of the world's population and has an expanding economy. As the West engages in greater interaction with the East, developments in Asia have increasingly greater significance throughout the world. Higher education is central to the tremendous expansion of Asia. This reference book surveys the state of higher education in twenty representative Asian countries. Countries profiled include advanced industrial nations, such as Japan and Singapore, as well as more impoverished lands, such as Bangladesh. Chapters are written by expert contributors, and each author cites current literature and research.

■ Gerard A. Postiglione (ed.)
China's National Minority Education: Ethnicity, Schooling and Development.

New York: Garland Press, 1998.

This book focuses on policies and practices in the education of China's national minorities with the purpose of assessing the goals and impact of state-sponsored education for China's non-Han peoples. The essays in the volume are organized into four sections. The first section examines the cultural challenges to state schooling, including religion and language. The second section measures the extent of educational provision in minority areas, including an analysis of policies of preferential treatment for minorities in China's universities. The third section contains case studies of four different national minorities, including the Tibetans, Yi, Tai, and Monguor. Finally, the last section explores Theetan and Uyghur minorities towards state education.

■ Gerard A. Postiglione and W.O. Lee (eds.)
Schooling in Hong Kong: Organization, Teaching and Social Context.

Hong Kong: Hong Kong University Press, 1997.

This volume presents readers with background material for understanding more about the characteristics of Hong Kong education, as well as social and organizational perspectives that will contribute to informed discussion about key educational issues facing Hong Kong educators. The book is organized into three parts. The first part introduces the Hong Kong education system, and its relationship to the labour market, manpower planning and the policymaking process. The second part introduces the organizational and managerial aspects of schools. The third part examines social factors as they affect educational attainment. Here attention is focused upon social stratification, language of instruction and special education.

■ Michael Agelasto and Bob Adamson (eds.)
Higher Education in Post-Mao China.

Hong Kong: Hong Kong University Press, 1998.

Since the death of Chairman Mao in 1976, China has embarked upon the Four Modernizations reform programme that has transformed the social, economic and political landscape of the world's most populous nation. Higher education has been ascribed a key supporting role and has itself undergone major reforms. This book looks beyond the articulated goals and accomplishments of higher education in China. It delves into the grassroots reality and identifies the true achievements, the unintended outcomes and the major obstacles that still have to be overcome.

Upcoming Conferences:

The 18th Comparative Education Society of Europe (CESE) Conference

Groningen, July 5-10, 1998

The 18th Comparative Education Society in Europe (CESE) will be held from July 5th to 10th in the University of Groningen under the general heading of "State-Civil Society: Models of Social Order and the Future of European Education." The deadline for registration has been postponed to April 15th. Contact Secretariat 18th CESE Conference, University of Groningen, Department of Sociology, Grote Rozenstraat 31, 9712 TG Groningen, The Netherlands. E-mail: cese-org@icce.rug.nl

International Conference on "Teachers and their university education at the turn of the millennium"

Prague, September 23-25, 1998

Date: September 23-25, 1998

Venue: Prague, Czech Republic, Faculty of Education, Charles University

Deadline for registration of preliminary application, May 1, 1998

Deadline for dispatch of paper for conference proceedings: May 31, 1998

Conference Secretariat, "Teachers" International Conference, Institute for Research and Development in Education, Faculty of Education, Charles University, Myslikova 7, CZ-11000 Prague 1, Czech Republic. Phone: 420-2-24910516, 24914980 Fax: 420-2-295561 E-mail: jana.kohnova@pedf.cuni.cz

The 2nd Annual Conference of the Comparative Education Society of Asia (CESA)

Beijing, October 7-9, 1998

The 2nd Annual Conference of the Comparative Education Society of Asia (CESA) will be held from October 7 to 9, 1998 in Beijing Normal University.

Registration fee: US\$ 300 (US\$ 200 for student)

Deadline for submitting abstract of conference paper: May 31, 1998 (500-800 words in English)

The theme of the conference:

- Modernization of education vs. cultural traditions
- Prospects of Asian education in the 21st century

Topics of the conference:

- Modernization of education vs. cultural traditions
- Modernization of education vs. sustainable social development
- Modernization of education vs. education for all
- Quality and effectiveness of education
- Qualification and training of teachers for the 21st century
- Experience, theory, policy and practice of reform in all levels and all types of education
- Prospects of comparative education studies in Asia

Languages: English or Chinese. There will be simultaneous interpretation at plenary sessions, and interpretation at group sessions. There will be organized trips to Beijing area, Shandong, and Xian after the conference.

Contact person: Professor Li Shoufu, International and Comparative Education Research Institute
Beijing Normal University, 19 Xiwaidajie St., Beijing, 100879, P. R. China
Phone: 86-10-62208310 Fax: 86-10-62200597

The Annual Conference of Comparative and International Education (CIES) Society

Toronto, April 14-18, 1999

Theme: *Facing the Global Century: Education and Civilization Interaction*

The Conference is intended to stimulate broad thinking about civilizational interaction in the course of world history, and its significance for education. A wide range of themes relating education to cultural and civilizational issues will be encouraged, and the concept of civilization itself may be challenged. For example, are Asian cultures and philosophies part of one or several civilizations? What differential kinds of interaction may they have with those of Latin America, Europe, Africa, the Middle East, and North America? There may also be interesting interactions among Asian ways of thinking and feminist epistemology, the ideas of indigenous peoples, and particular religious faiths.

The global character of this Conference is evident in the joint sponsorship of the Hong Kong Institute of Education (HKIED) and the Ontario Institute for Studies in Education

of the University of Toronto (OISE/UT). The conference program will be organized by the HKIEd, while logistical planning and local coordination will be the responsibility of the Comparative and International Development Education Centre (CIDEDEC) of OISE/UT

For programme and paper submission: The Hong Kong Institute of Education, c/o Director's Office, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong.
Tel: (852) 2948 7732 Fax: (852) 2948 6314
Email: cies99@crd.ied.edu.hk
Website: <http://www.ied.edu.hk/crd/cies99/cies99.htm>

For registration and general enquiry: Ontario Institute for Studies in Education, The University of Toronto, CIDEDEC, Room 10-138, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada.

Tel: (416) 923 6641 ext 2609

Fax: (416) 926 4754

Email: cies99@oise.utoronto.ca

Website: <http://edu.oise.utoronto.ca/depts/ctl/cidec/cies99>

From the President:

This is the last issue of newsletter that we present to you before the end of our term of office. During the last two years, on behalf of the Executive Committee, I have to express my sincerest gratitude to all those who have supported CESHK by becoming our member, participating in our seminars either as presenters or attendants, paying subscriptions which help the Society with some financial assistance, and extending our network to regions beyond Hong Kong. Within the last two years, Hong Kong has experienced a substantive change of political identity – from a British colony to a Special Administrative Region of China. This change strengthens the bridging role of Hong Kong between China and the other parts of the world. In this sense, the role of Comparative Education has become more significant and stronger. The arrival of Professor Ruth Hayhoe at this critical part of Hong Kong history further helps us strengthen that role. I would like to take this opportunity to welcome Professor Hayhoe to Hong Kong, and we are delighted to have her here, not only because she is a prominent comparativist, but also because she has been CESHK's advisor. She has kindly offered us her greetings that has appeared on the front page of the Bulletin. As you can see, we decide to expand our newsletter to bulletin, hopefully in time our bulletin can grow to journal-like publication that can disseminate more substantial comparative education works.

Lee Wing On

COMPARATIVE EDUCATION SOCIETY OF HONG KONG
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For matters related to the **Bulletin**, please refer to the Secretary, Mr. IP Kin-yuen, Dept of EMPS, Hong Kong Institute of Education, Tai Po, NT, Hong Kong. (Email: kyip@emps.ied.edu.hk)

For **membership** and **membership fee**, please refer to the Treasurer, Dr. XIAO Jin, Dept of Edu Admin & Policy, Chinese Univ of Hong Kong, Shatin, NT, Hong Kong. (Email: xiaojin@cuhk.edu.hk)