

## EDITORIAL ADVISORY BOARD

Margaret Barry, Columbia University  
Cynthia Fish, Baruch College  
Mary Anne Grant, ISEP  
Gail Hochhauser, NAESA  
Michael Holcomb, Rutgers-the State  
University of New Jersey  
Alan Margolis, Queens College  
Margarita Sianou, World Education Services  
Jerry Wilcox, Cornell University

## CONTRIBUTING EDITORS

Alan Adelman, IIE Latin America-Mexico  
Roberta de Jola, Middlesex University,  
United Kingdom  
K.C. Kaira, Assoc. of Indian Universities  
John Hopkins, University of Tampere, Finland  
Axel Markert, University of Tübingen,  
Germany  
Glenn Shive, Council of Int'l. Programs,  
Washington, D.C.  
Alan Smith, Academic Cooperation  
Association, Belgium  
Masaru Yamada, Center for International  
Cultural Studies and Education, Japan

## CONTENTS

**1** International Trends  
**U.S.-Japanese educational  
exchanges**

**2** Country Updates  
**Australian university  
expansion sidelined;  
Germany's phony Ph.D.s;  
Italy's new reforms; U.S.  
recruiters using CD-ROMs**

**9** Feature  
**Detecting forgeries in a  
high-tech era**

**20** Study Abroad  
**A Bird's eye view of  
Japanese higher education**

**A U.S. government  
survey: What employers  
expect of college gradu-  
ates: international  
knowledge and second  
language skills**

## Point-Counterpoint: U.S.-Japanese Exchanges

### American Professors say: Cultural Gap Exists Between U.S. and Japan

by Philip G. Altbach & William Cummings

The failure of the U.S.-Japanese summit earlier this year shows that cultural diplomacy, or better yet, cultural understanding, is needed as a key underpinning for all relationships between the two countries.

Considerable ignorance persists. Just look at the media images of one country concerning the other. The Japanese public sees a colossal misunderstanding of American society and American reality portrayed even by the highest-ranking officials. Racial and ethnic stereotypes are endemic. Few in Japan have a clear understanding of the complexity of American culture and society. Similarly, Americans are woefully ignorant of Japan.

We need to rethink a half-century of cultural and educational contacts and programs. We need, on both sides, to develop a set of cultural relations that will improve basic understanding of two complex cultures so that policy can be made on the firm base of knowledge, and so that public opinion in both countries is well informed. As relations between Japan and the United States grow more complex, the need for more knowledge and understanding is great.

*Continued on page 17*

### A Japanese Professor says: Why Single Out Japan?

by Masako Miyake

Is the imbalance in educational exchanges between the U.S. and Japan as significant a problem as professors Altbach and Cummings state? Do the figures have some sort of special cultural importance?

As a practitioner in the field of international educational exchange, I feel the statement, "There are fewer than 2,000 American students in Japan, while some 40,000 Japanese study in the U.S." needs closer examination and deserves a more detailed explanation in order to avoid further misunderstanding.

Last March, a survey of American students in Japan was published by the Laurasian Institution. This study was made possible through the support of the U.S. Information Service (USIS), Tokyo, and presented interesting data for a five-year period starting in 1989. However, the report does not discuss U.S. students within the framework of the total foreign student population in Japan.

The following chart indicates the total number of overseas students in comparison with U.S. students. The top figures are provided by the Japanese Ministry of Education, while the shaded figures are from the Laurasian report. The increase/decrease com-

*Continued on page 17*

*World Education News & Reviews* (ISSN-0897-6724) is a quarterly publication of World Education Services, a private, not-for-profit organization founded and incorporated in 1974. The views and opinions expressed in articles and information submissions published in *WENR* are those of the authors and contributors and not necessarily those of WES. ©1994 World Education Services. All rights reserved. Materials in this publication may not be reproduced in any form without permission. Annual subscription rates are \$50 within the U.S. (bulk mail delivery); \$60 (payable in U.S. dollars and including air mail delivery) for subscriptions outside of the U.S. Address correspondence to:

World Education News & Reviews  
P.O. BOX 745 Old Chelsea Station  
New York, N.Y. 10113-0745  
Tel: 212-966-6311  
FAX: 212-966-6395  
EMAIL: NYWES@CUNYVM.CUNY.EDU



## PERCEPTIONS

The Japanese movie classic "Rashomon" was a tale of different interpretations of the same event, showing us how fascinating and diverse perceptions can be. In this issue, WENR presents the subject of international exchanges as examined from four points of view.

In our trend, American professors Philip Altbach and William Cummings write about the very large cultural gap they believe exists between the U.S. and Japan, partly because of the red tape and language barriers that American students encounter in trying to study there. Masako Miyake, a professor at Nagoya University, gently points out that U.S. university students seem to have little incentive to study abroad anywhere—particularly when the host country is non English-speaking. As she says, the bountiful flow of immigrants to the U.S. has brought the riches of many cultures to our country, allowing Americans to stay at home and benefit. But it is a "benefit" which has caused some American students to seem "provincial" in the eyes of some Japanese.

Susan Bird, fresh from a Fulbright experience in Japan, tells us why the presence of U.S., European, and Latin American students is greatly desired by the *Monbusho*, while students from other Asian countries are not really considered "foreign" enough. And the U.S. Department of Education's Office of Research survey of what U.S. employers want in college graduates makes us wonder if international study is really worth all the effort expended.

## ☞ Australia Sidelines University Expansion

The days of growth are over for Australia's universities, unless they can persuade the government to privatize them.

Prime Minister Paul Keating has signaled a major shift in emphasis away from the universities to vocational education and training.

Keating wants Australia to be comparable to Germany, which has four times the number of apprentices relative to the work force and twice as many people with education or training qualifications than degrees.

For the universities, this means the end of government-sponsored boom times. Since 1983, when Labor first took office, higher education has experienced massive expansion. Student numbers jumped from 350,000 to almost 600,000 in that decade—a 70 percent rise that still failed to match the unexpected demand for campus places. In the past eight

years, 17 universities have been created, many in areas away from the main urban centers.

"We now enroll 30 percent of all 17- to 22-year-olds. Today we can say that our higher education system is truly open and accessible. But our record in vocational education and training is not similarly impressive. Only one in five Australians aged 16 and 17 is in vocational preparation," said Keating.

In each of the past three years, more than 50,000 students who qualified for university entry failed to gain admission. This year, for the first time, the pressure has eased. An improving economy has brought a drop in demand, with more teenagers going straight from school into the workforce, or opting for courses in Technical and Further Education (TAFE).

As the government pushes ahead with its TAFE program universities are likely to be sidelined and left with the by-products of a sector that has grown too fast—overcrowded

campuses, dilapidated buildings and inadequate facilities.

That is why the Australian Vice Chancellors' Committee (AVCC) has made another plea for higher education to be partially privatized. Universities want to be allowed to charge full tuition fees for those who miss out on a place. The vice chancellors say universities have been seriously weakened over the past decade by having to achieve substantial changes with increasingly limited revenues. While universities are allowed to charge full fees for foreign students, the government has not allowed them to charge full fees for locals, who pay only a fifth of the cost of their education. *The Times Higher* 8/19/94

### College of The Bahamas to Offer Four-Year Degrees

The College of the Bahamas, which currently offers only associate degrees, plans to begin offering four-year bachelor's degree programs in 1995, following approval from the government of the Bahamas.

The College was established in 1974, merging the Bahamas Teachers' College, the San Salvador Teachers' College, the C.R. Walker Technical College, and the Government High School's Sixth Form. The institution has faculties of Business and Administration, Humanities, Natural Sciences, Nursing and Health Sciences, Social Sciences, Teacher Training, Technology and Continuing Education.

Correspondence from The College of the Bahamas 4/22/94

## COUNTRY UPDATES

### Bermuda College Offering Associate Degrees

The College Council in 1992 approved a proposal to allow Bermuda College to offer associate degrees, requiring a broader base of general education, in place of its existing diplomas. Bermuda College was created in 1974 by merging the Bermuda Hotel and Catering College established in 1965, the Bermuda Technical Institute (1956) and the Academic Sixth Form Centre (1967). It is Bermuda's only postsecondary educational institution.

The College has three faculties: Arts and Science, Hotel and Business Administration, and Applied Science. It currently offers ten associate degree programs which are recognized for advanced standing in universities and colleges abroad.

Admission is based on satisfactory completion of secondary/high school, results of the Scholastic Aptitude

Test or the American College Test, and results of other external examinations.

Correspondence from Bermuda College of 4/7/94

### Bosnian-Herzegovinan Student Refugee Plight Studied

The plight of displaced refugee students from Bosnia-Herzegovina was discussed earlier this year at a meeting arranged by the Council of Europe.

Authorities from the United Nations High Commission for Refugees, the governments of Bosnia-Herzegovina, Croatia, Germany, Hungary and Slovenia, various non-governmental associations and student associations participated.

It was found that the majority of students from Bosnia-Herzegovina are staying in Austria, Croatia, Germany, Slovenia and the United Kingdom. Croatia, in particular, is overflowing with displaced students from its own universities as well as the refugees.

The student refugees are facing very difficult circumstances: lack of refugee status in many cases, visa problems, difficulty in obtaining residence and work permits, lack of money, delays in gaining recognition of school certificates and previous periods of study, and a loss of documents in the war.

Among several proposals for action at the meeting were: greater flexibility on the part of administrative authorities in recognizing school certificates and previous study; exemption from tuition fees or financial help to pay for these fees; access to full student welfare facilities; and increased efforts to provide scholarships and grants.

*Newsletter/Faits nouveaux* 2/94

### China Reforms National College Entrance Exam

A new "3 + 2" format was used for the National College Entrance Examination in 24 out of 30 provinces this year.

The "3" refers to three core subjects tested: mathematics, Chinese and a foreign language. The "2" refers to other subjects tested in either liberal arts or the sciences. In previous years, applicants had to undergo examination in seven subjects.

The new examination for science majors requires testing in only five subjects: the three core subjects plus physics and chemistry. Biology and political science have been dropped. Liberal arts majors now are examined in history and political science, dropping geography.

Examinations consist almost equally of multiple choice questions and essay-type questions. In math, the emphasis is less on theoretical problems requiring memorization of complex theorems and formulas, and more on practical applications. The success of this year's test has encouraged

*Continued*

