

# World Education News & Reviews

A PUBLICATION OF WORLD EDUCATION SERVICES, INC.

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## COUNTRY DATABANK

### AUSTRALIA

● A new tax on Australian higher education students has been approved, although in a different form than originally proposed. As noted in this column in the Summer 1988 issue, a three-tiered system was recommended, with the amount of tax apportioned according to the cost of the program in which the student is enrolled. Consequently, graduates of higher cost programs, such as medicine, would pay more tax than those enrolled in less costly programs in general arts and humanities. The new plan institutes a flat rate of AUS\$1800 annually for all programs. A discount of 15% will be applied to those who pay the tax at the beginning of their course of study. All income from this new tax will be used for the funding of more student places in higher education according to Mr. Dawkins, Minister for Employment, Education and Training. (*Times Higher Education Supplement*, August 12, 1988)

### FRANCE

● The 1988 *baccalauréat* results have shown a 5.8% increase in the number of successful candidates. The overall success rate was 71.9%, with the highest rate, 74%, in the academic *baccalauréat de l'enseignement général*. Candidates in the scientific "C" section were the most successful: 83.7% of those attempting the examination passed. The rate on the *baccalauréat de technicien* was somewhat lower at 67.1%, while 76.5% of the candidates who took the new *baccalauréat professionnel* passed.

These results are regarded as encouraging by a government committed to raising the number of *baccalauréat* holders to 80% of the age group by the year 2000. (*Le Monde de l'Education*, September, 1988)

### ITALY

● The results of a study conducted by IBM-Italy and entitled *I Nuovi Laureati, domanda e offerta di laureati diplomati in Italia* (The New Graduates, Supply and Demand of Graduates in Italy) were presented at the Polytechnical University of Milan in October 1987. The study was based on a statistical analysis tracking movement in the job market of university graduates since 1960. Reporting on the results, Mr. Ennio Presutti, Chief Executive of IBM-Italy, stressed the shortage of university graduates in science, engineering and technology. The study also found that university education remained highly theoretical and lacking in professional, scientific and technological disciplines. While acknowledging the value of a strong liberal education, Mr. Presutti called for more emphasis on professional and technical education. The shortage of engineers is particularly felt in all the major industrial centers of Italy.

The IBM-Italy study also demonstrated that uni-

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versity graduates, who for the most part were not trained for specific professions, chose administrative jobs in the public or private sectors. In the highly industrialized North, only one out of 10 university graduates is presently employed in production. The current distribution of students by discipline does not favor industry: the largest numbers are enrolled in law, business or medicine. There were more than 13,000 graduates in medicine in 1985, as many as in business and engineering combined.

Italian business leaders believe the country is entering a new phase of economic development which calls for a work force trained in science and technology. The government has taken measures to address the situation. A law enacted in 1980 allows universities to establish formal links with business and industry, permits universities to hire part-time faculty and to create three-year pre-*laurea* diploma programs. The first university and business consortia have led to the creation of post-*laurea* diplomas. For instance, the Polytechnical University of Milan belongs to two consortia: one with the insurance industry; the other with 30 other businesses, and offers programs designed to meet the specific needs of its partners.

The new measures are also aimed at curbing the heavy rate of attrition at Italian universities where an average of 73% of the students never graduate. The three-year programs were designed to help address this problem; however, many have encountered resistance from students who regard them as cut-rate qualifications. The current emphasis will be on post-*laurea* programs. (*Le Monde de l'Education*, January 1988)

● Trieste is the seat of two new "special aim" schools. The first school's program is in business administration and auditing. Its goal is to train specialists in business with an emphasis on auditing and certification for accountants.

Maurizio Fanni, director of the school, has indicated that its sights are set on 1992, the year when borders "fall" within the European Community (EC).

To prepare students for EC certification as public accountants, the school offers a two-year, full-time program comprising 500 hours of theoretical instruction and more than 400 hours of practical and technical work. This component will be followed by a one-year internship under the guidance of a school faculty member.

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The second institution has opened for managers in the tourist sector. Its program also comprises two years of full-time study (400 hours of classroom instruction and 400 hours of guided practical activities) followed by an internship of almost 200 hours at a tourist agency or business. Year-long courses will be offered in economics, geography, tourist legislation, psychology, sociology, the history of tourism, data processing, statistics, and two foreign languages. The practical activities will include travel in Italy and abroad. Like the business administration school, the tourist school has a mandatory attendance policy.

Italy's special aim schools are two- or three-year university-level institutes attached to universities and employing university professors as faculty. They require upper secondary school diplomas for admission and often employ entrance examinations as well. Although they do not grant a *laurea*, some of their courses are transferrable to university *laurea* programs. In recent years, special aim schools (like upper-secondary vocational institutes) have seen a notable increase in students because they award a diploma that provides ready access to the world of work. (*Il Corriere della Sera*, September 19, 1988)

### SRI LANKA

● North Colombo Medical College has settled the dispute regarding its status. The college's board of governors announced that the college will dissolve its affiliation with Colombo University and will award its own degrees. The Scottish University of Aberdeen will assist in monitoring the college's examinations, and faculty members from Sri Lankan universities have been invited to act as examiners as well. The college is seeking affiliation with Monash University (Australia) and the University of Aberdeen. (*Times Higher Education Supplement*, August 26, 1988)

### SUDAN

● A severe economic crisis has led the Sudanese government to declare that secondary education would no longer be free. However, students from families unable to afford secondary school tuition would receive assistance. The government also has reaffirmed that

pre-primary and primary education would continue to be free. (*Le Monde de l'Education*, September 1988)

### TUNISIA

● The number of students who earned the *baccalauréat* in 1988 jumped by 11,600 in one year, causing the Tunisian Minister of Higher Education to question whether all holders of that diploma should continue to be admitted to university. Tunisian universities, which had spaces for 7,600 students for the 1988/89 academic year, received 15,600 applications. There were 50,000 students enrolled in Tunisian universities in 1987/88, and some 10,000 others were attending universities abroad, mainly in France. (*Le Monde de l'Education*, September 1988)

### UNITED KINGDOM

● City of London Polytechnic, Cambridgeshire College of Arts and Technology and Essex Institute of Higher Education expect to merge in a plan that could create the first regional polytechnic in England. If the plan is approved the new institution would have the largest business school in Europe, with its other areas of construction, art and design, electronics, social sciences and humanities also strengthened. (*Times Higher Education Supplement*, July 29, 1988)

● Thames Polytechnic and two major companies are joining together in a program offering accredited in-company training. The first program, in conjunction with Sainsburys food retailers, will offer a certificate in retail management recognized by the Council for National Academic Awards (CNAA). The certificate will count as one-third of a degree. The second program, offered through the Woolwich Building Society, will result in a bachelor's degree in business studies. Both programs incorporate in-company training, formal course work and individual projects. The Woolwich program also requires passing the Associateship examination of the Chartered Building Societies Institute or its equivalent. (*Times Higher Education Supplement*, August 26, 1988)

● Queens University, Belfast (Northern Ireland) is launching the United Kingdom's first Bachelor of Science BSC in applied microbiology. This new degree

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will help fill anticipated needs in the job market for employees with expertise in crop protection, animal health and food processing. (*Times Higher Education Supplement*, September 9, 1988)

● Brighton Polytechnic has introduced a Master of Engineering (MEng) degree. The program will help fill the need for industrial managers possessing a broad appreciation across the entire spectrum. The program will be open to students from the Bachelor of Engineering (BEng) programs in the areas of civil, electrical and electronic, mechanical, and production engineering. (*Times Higher Education Supplement*, August 12, 1988)

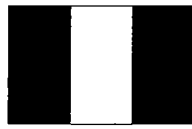
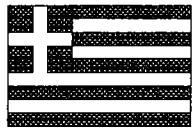
● Middlesex Polytechnic has instituted a new Bachelor of Science Honours program in environmental technology. The goal of this four-year sandwich course (a British term meaning cooperative study) is to meet in-

dustry demands for graduates who understand the interdependence of the environment and technology. (*Times Higher Education Supplement*, August 12, 1988)

USSR

● A university is to be established in Ulyanovsk, Lenin's hometown. Ulyanovsk was formerly known as Simbirsk. Lenin established the University of Simbirsk in 1920, but that institution was closed after the famine and devastation of the civil war. To honor Lenin after his death, the town was renamed Ulyanovsk after Lenin's original surname (Ulyanov), and the new university will be known as the University of Ulyanovsk. Initially, the university will operate as a subsidiary branch of Moscow University, becoming fully independent in 1992. (*Times Higher Education Supplement*, August 5, 1988)

IN BRIEF



Representatives of engineering organizations in the 12 member-states of the European Community (EC) met in Brussels this year and unanimously agreed upon a mutual standard for the highest levels of engineer to be recognized in each country. This was done so that engineers moving within the Community countries would not secure a title of higher standing than that to which they were entitled in their own country. All engineers in EC countries will now be placed in one of the two following categories: 1. Engineers with the highest level title in each country, as described below. 2. Other engineers not possessing the highest title of their own country.

DENMARK	civilingenior
GERMANY	diplom-ingénieur(THU)*/University)
GREECE	qualified engineer (translation)
SPAIN	ingenior superior
FRANCE	ingénieur diplômé
ITALY	ingegnere
IRELAND	chartered engineer
U.K.	chartered engineer
NETHERLANDS	ingénieur (abbreviation "ir")
PORTUGAL	engenheiro
LUXEMBURG	titles of the neighboring countries (no national university)

HIGHEST LEVEL TITLES OF ENGINEER IN EUROPEAN COMMUNITY

BELGIUM	ingénieur civil ingénieur agronome ingénieur chimiste & des industries agricoles (all abbreviated "ir")
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Source: Prof. Dr.ir.L.Gelders  
Royal Flemish Society of Engineers

\*Technische Hochschule

# EDUCATION IN THE PHILIPPINES

## Part I

by ROBERT P. COONEY

At first glance, the structure of the Philippine education system appears to be a twin of that of the United States; elementary grades precede high school, followed by baccalaureate training and graduate opportunities. Professional, vocational-technical, adult, and non-formal education programs, as in the United States, are woven into the fabric of public and private education. In almost every structural respect, Philippine education resembles that of the United States, but at the same time it operates under distinct characteristics shaped by a history of academic and economic impoverishment.

When Spain colonized the Philippines early in the sixteenth century, the society was comprised largely of agrarian tribes, separated by rugged topography and the shores of some 7,000 islands, as well as by the diversity of over a hundred dialects within eight major languages. The Spaniards conducted an effective, 300-year campaign of Christianization and economic exploitation of most of the population.

Education as a social institution was virtually nonexistent prior to Spain's conquest. Under the Spanish regime, organized learning for most people consisted of little more than religion lessons in ungraded parish schools, while other kinds of knowledge were essentially denied to them,

including the Spanish language.

*Colegios*, which provided secondary level education and novitiate preparation for Spanish youth, were operated by the clergy, but less than a dozen of any significance were established between 1589 and 1892.

Higher learning centered on the University of

in the conflict did not signal Philippine independence.

By the turn of the century, the country was under the colonial control of the United States. The Americans, while considering foremost their own economic and military interests, immediately embarked upon the development of a centralized system of public elementary and secondary schools and the inculcation of English as the language of business and social unification.

Higher education was left to the private sector, often that of non-profit, sectarian organizations, but including proprietary corporations as well. Graduate education was essentially ignored. A notable exception to these developments was the creation of the public University of the Philippines in 1908.

By the time an independent Republic of the Philippines emerged in 1946, a United States-like educational structure was firmly in place throughout the nation, providing basic literacy skills for almost the entire population. Given the scarcity of schools at all levels less than 50 years before, this in itself was a substantial and significant accomplishment. The prevailing atmosphere

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Santo Tomas, founded in 1611 to perpetuate Spanish culture and colonial administration. University instruction was conducted in Spanish and limited to Spaniards, and, later, a small, upper class of Filipinos.

A formal system of public education was established by Royal edict in 1863, but never significantly developed. In 1898, Manila was occupied by United States troops in the course of the Spanish-American War, but Spain's fall

SPECIAL REPORT

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and curricula of most institutions within this structure, however, were marked by the effects of colonial domination and the abject poverty of the nation. Adequately prepared teachers and appropriate teaching materials were in short supply. The foreign orientation of the curricula, and cultural confusion stemming from European and American influences on native life added further to the situation. Moreover, educational institutions, like the nation itself, were restrained from rapid development by severe limitations of resources.

### THE PHILIPPINE SCHOOLS

The Constitution of the Re-

public of the Philippines vests in the national government full authority for the provision and regulation of education at all levels and in all sectors, public and private.

Executive power for this resides primarily in the Department of Education, Culture and Sports (DECS) under the leadership of a cabinet-level Secretary appointed by the President of the Republic. The central offices of the DECS are in Metro-Manila, but the Department maintains decentralized offices in each of the 12 administrative regions of the nation.

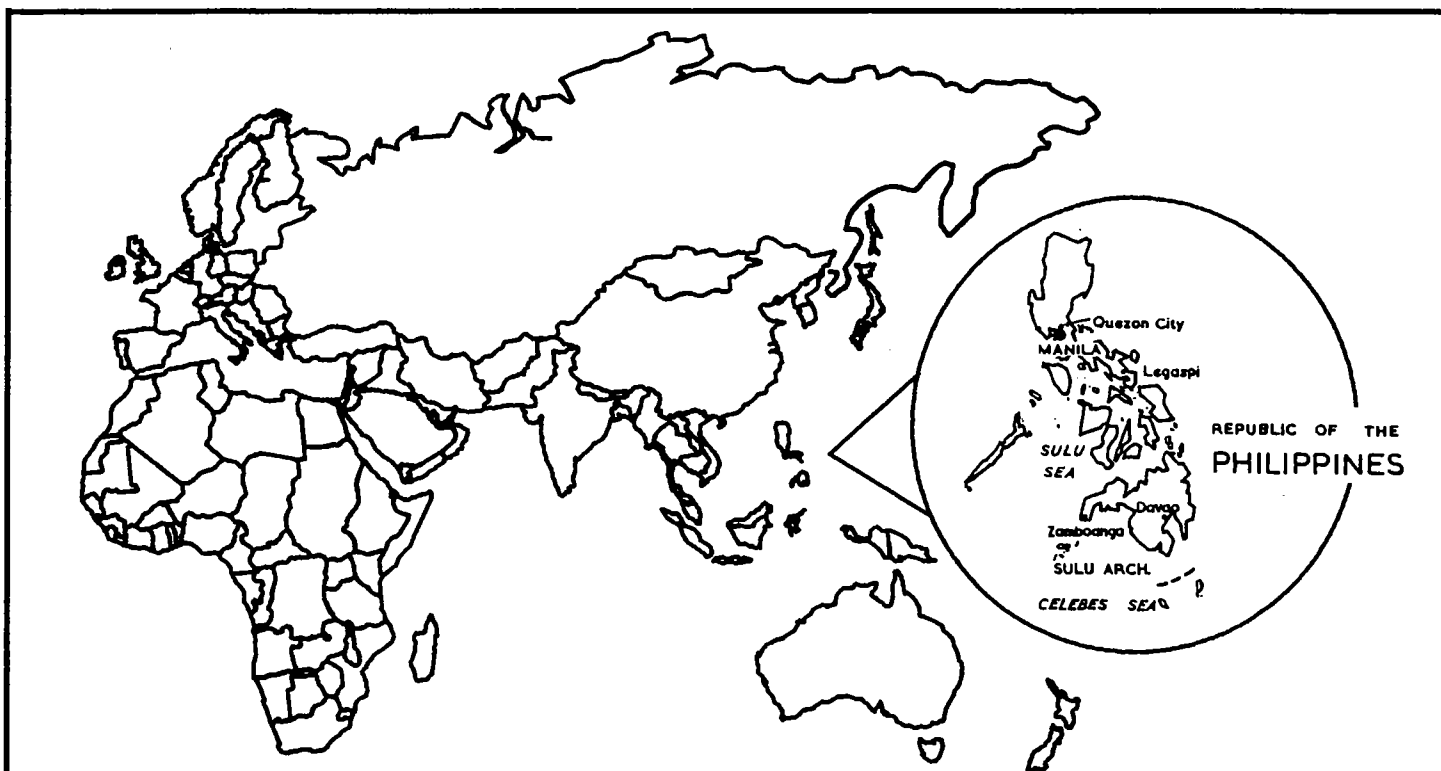
There are some 39,400 schools, colleges and universities in the Philippines, enrolling over 14 million students between June, the start of the academic year, and March.

The national government his-

torically has been unable to fund the needs of education at all levels and concentrates its resources on the 8.8 million students at the elementary level, leaving private institutions to serve almost half of the nation's 3.3 million secondary students and fully 85 percent of its 1.6 million tertiary level students.

In 1940, grade seven, which was then the last year of elementary school, was abolished to accommodate the government's fiscal retrenchment policy. Although mandated for public schools, the six-year elementary program was adopted in almost all private schools and still is in effect. Students enter high school, therefore, with only six years of elementary instruction.

Typically, college freshmen



### THE PHILIPPINES AT A GLANCE

An archipelago of 7,100 islands stretching for nearly 1,000 miles between the southern tip of Formosa and the northern parts of Borneo and Indonesia, with a breadth of 700 miles, the Philippines has a total land area about the size of Arizona. Fewer than 1,000 of the islands are inhabited. It is the only predominantly Christian country in Asia, and the third largest English-speaking country in the world. The indigenous Malay culture has been infused through the centuries with foreign migrants from India, China, Japan, Arabia, Spain and America, resulting in a diversified population of over 58 million people (a 1986 estimate) speaking eight major languages with over a hundred dialects. After nearly 400 years of colonial rule, the Philippines became an independent republic on July 4, 1946.



Have had 10 years of preparation, six elementary and four high school grades, and are 16 years of age. Elementary and secondary education lasts one to two years shorter than in most other Asian nations and the United States. As a result, undergraduate curricula usually provide for basic remediation and many require five years for completion. (Zwaenepole, 1975)

Salaries for the nation's 441,000 public and private school teachers average about \$650 per year, less than the per capita family income of about \$700. Moonlighting by faculty members at all levels is common and small government loans are available to public school teachers to fund supplemental projects which augment meager salaries.

Instruction is characterized by teacher dominance and the use of static and traditional teaching techniques. (Franco, 1985) At many institutions it is also adversely affected by heavy teaching loads and inadequately prepared teachers. Textbooks, laboratory equipment and instructional supplies are in very short supply at all levels and in all but the most well-funded institutions.

## ELEMENTARY EDUCATION

Elementary education consists of six grades. Instruction is bilingual and students in the first two grades are taught in the regional vernacular, which is replaced in the remaining years with English and the national language, Pilipino, essentially the Tagalog dialect of the Capital region.

English is the official language of instruction, but it is almost always used in conjunction with Pilipino and another vernacular. Students often are not proficient in one or another, or all three languages. (Soriano, 1986)

Overcrowding, especially in urban schools, is common and many operate on double sessions.

Elementary instruction is generally weak in language, mathematics, and reading. Student attrition is substantial, owing principally to reasons

of family poverty, but also to classroom and teaching factors that inhibit student adjustment. (Carpio, 1985)

Although elementary education is compulsory and free, and most seven- to 12-year-old children attend school, 35 out of every 100 students entering the elementary grades do not complete grade six.

The most significant post-War development in elementary education has been the government's Program for Decentralized Educational Development (PRODED), begun in 1982 with a \$100 million World Bank loan. PRODED is part of a 10-year development plan to revitalize elementary education through massive provisions of textbooks and new instructional materials, new and repaired facilities and equipment, teacher training, and an entirely revamped curriculum stressing the three R's and geared to national needs. The long-term benefits of PRODED are expected to improve the elementary system.

## SECONDARY EDUCATION

Secondary schools, where attendance is not compulsory, and until 1987, not free, are mainly the responsibility of local government.

Sixty-six percent of the high school age population are enrolled, but almost a third of the students do not graduate.

About 65 percent of the 3,400 public high schools are *barangay* schools--small, rural, community-run institutions which, in general, are poor, ill-equipped, and staffed by underpaid, inadequately prepared and unqualified teachers.

Most of the DECS support for secondary schools, however, is used for the salaries of *barangay* high school teachers. The balance is used to assist some 400 vocational schools and 625 nationalized high schools operated by national, city and municipal government.

The National College Entrance Examination (NCEE), a test similar in purpose and design to the American SAT and ACT examinations, is admini-

stered to all high school students seeking college admission. The results of the examination also are used as a general indicator of the quality of secondary education.

The NCEE consists of 300 multiple-choice items in seven subtests, and yields results in four dimensions: abstract reasoning, mathematical ability, verbal (English and Pilipino) ability, and reading comprehension. Students with a standardized composite score in the 50th percentile or above of the NCEE qualify for college admission, but many colleges, including the University of the Philippines and a number of private universities, administer their own independent admissions tests for greater student selectivity.

The NCEE test data indicate that qualifiers are generally good in abstract reasoning, but poor in verbal ability and reading comprehension. They are generally proficient in Pilipino and social studies, but deficient in mathematics, science and the practical arts. Graduates of the *barangay* high schools consistently score the lowest of all high school graduates on the NCEE, while those of private, sectarian schools score the highest in all four dimensions of the test.

Moreover, approximately 75 percent of the graduates of high schools in the Manila metropolitan area qualify on the NCEE as compared to about 50 percent in all other areas, indicating the better resources and teaching personnel of the urban schools, especially the sectarian schools of the Capital. About 37 percent of the *barangay* high school test-takers achieve qualifying scores. (Franco, 1985; Ibe, 1987)

The 1986 Constitution promotes greater access to secondary education by mandating free high school attendance, a provision that will be phased in, owing to its great cost. The DECS announced in 1987 a program to nationalize and significantly increase salaries for all high



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school teachers and to extend the results of PRODED into secondary schools through a planned \$55 million Secondary Education Development Program (SEDP), which begins in 1989.

END PART I

## COMING IN OUR SPRING ISSUE....

**PART II OF "EDUCATION IN THE PHILIPPINES"  
BY ROBERT P. COONEY, WITH SPECIAL EMPHASIS  
ON TERTIARY EDUCATION AND THE PHILIPPINE  
ACCREDITATION SYSTEM.**

(Editor's note: The views and opinions expressed in this article are those of the author and not necessarily those of World Education Services, Inc.)

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# Q & A

**G. James Haas, Associate Director of Admissions, Indiana University**, asked the **Swedish Fulbright Commission** to explain the nomenclature of the Swedish secondary school certificates.

The **slutbetyg** is the final certificate awarded to students who complete nine years of compulsory education. The **avgangsbetyg** is the certificate of completion of upper secondary education issued by schools or municipal and state adult education centers. In order to meet the requirements specific to the department they plan to join, applicants for admission to Swedish universities are often asked to take additional secondary-level courses. The successful completion of such courses leads to the award of a **betyg** in single secondary school subjects.

**Joseph P. Capobianco, Registrar, CUNY, Queens College**, asks: Is it true that the Republic of San Marino is developing its first university?

According to **Umberto Eco, internationally acclaimed semilogist, professor at the University of Bologna and author of *The Name of the Rose***, the answer is "yes." Writing in the September 4, 1988 issue of *L'Espresso*, Eco describes the steps being taken to realize this project after some twenty years of proposals. Although San Marino has been an important site for conferences and cultural gatherings, its citizens have had to go abroad (mostly to Italy) for university studies. While Eco explains that a full-fledged university will not rise overnight, he notes the following initiatives which he likens to the "humble origins" of universities:

- a recent agreement between San Marino and Italy, allowing Italian university professors to collaborate with the nascent university
- the institution of research and university-level teaching centers
- a summer program in history
- an international center for cognitive and semiotic studies.

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## IN BRIEF CONTINUED

● Leeds University (England) and the University of Complutense (Spain) are collaborating on a program in politics and parliamentary studies. Leeds University is currently offering a program in which students spend six months working at the House of Commons and six months working in Congress in Washington, D.C. The new program with Spain will commence in 1991, with two students from Spain and two students from England exchanging

places. All four students will spend six months at the House of Commons and six months at the Cortes, the Spanish parliament. Emphasis will be placed on high-level language proficiency and an understanding of the political systems in the context of detailed historical background. (*Times Higher Education Supplement*, July 29, 1988)

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## PUBLICATIONS

(Editor's Note: The publications described below are available from their respective publishers; publications are not available from World Education Services, Inc.)

*Higher Education Policy: The Quarterly Journal of the International Association of Universities.* Published four times a year. Subscription rates: U.S.\$100 per year for institutions, U.S.\$75 per year for individuals. (Available from Kogan Page Ltd., 120 Pentonville Road, London N.1 England.)

This journal is a new publication from the International Association of Universities. Its goal is to promote the flow of information and ideas regarding higher education, with an emphasis on areas where communication has not been overwhelming. The focus is on policy issues and the role of higher education in today's society. The first issue (March 1988) was devoted to the special theme of "Higher Education and Development: A Reappraisal," with attention to currently developing countries.

*Living in the U.S.A.,* Fourth Edition, Alison Lanier. Yarmouth, Maine: Intercultural Press Inc., 1988. 2,320 pp. U.S. \$10.95. (Available from Intercultural Press, P.O. Box 7687, Yarmouth, ME 04096.)

This guide is a cross-cultural handbook on living in the United States. In print for 15 years, this fourth edition has expanded sections on minorities, health, schools, dating, business and office environments, driving, owning and insuring a car, sales and credit cards. It offers practical advice for the newcomer living in the United States, whether corporate personnel, diplomat or student.

*Guidelines for Admission to First Degree Courses in Nigerian Universities,* Joint Association of Matriculation Boards (J.A.M.B.) Brochure, 1987-1988 Session. Kotu (Nigeria): Gilbert, Grace & Gabriel Associates, 13 Gregory Arueya Street, Kotu, Nigeria.

This handbook is designed for prospective candidates for first degree programs in Nigerian universities. It covers 35 institutions and includes information on general entry requirements, program specific requirements and approximate length of programs. The information, which was self-reported by each institution, includes a listing of programs offered at Nigerian institutions.

*Education in South Asia: A Select Annotated Bibliography,* by Philip G. Altbach, Denzil Saldanha and Jeanne Weiler. New York: Garland, 1987. 360 pp. U.S. \$56.00. (Available from Garland Publishing Co., 136 Madison Avenue, New York, N.Y. 10016.)

A bibliography of more than 1,400 listings, with over half of the entries annotated. Most entries are likely to be found in good libraries, since the more obscure, hard-to-locate articles and monographs have not been included. The book is organized by topic and covers India, Pakistan, Bangladesh, Sri Lanka and Nepal. An overview by Dr. Altbach is included.

*New Approaches to Comparative Education,* edited by Philip G. Altbach and Gail P. Kelly. Chicago: University of Chicago Press, 1986. 336 pp. U.S. \$12.00. (Available from The University of Chicago Press, 11030 South Langley Avenue, Chicago, Ill. 60628.)

This is a collection of essays taken from issues of the *Comparative Education Review* and focuses on comparative education as a field of study, regional variation and world systems analysis, current theories and debates, areas of development in the field, alternative approaches to research, and methodology.

*World Education Encyclopedia,* edited by George Thomas Kurian, three volumes. New York, Oxford: Facts on File Publications, 1988. 1,800 pp. U.S. \$175. (Available from Facts on File, 460 Park Avenue S., New York, N.Y. 10016.)

This three-volume set includes information on the educational systems of 181 countries with sections on pre-primary and primary education, research, non-formal education, and the teaching profession.

*Nursing in the World: The Needs of Individual Countries and their Programmes,* Second Edition, compiled, edited and published by The International Nursing Foundation of Japan, 1986. 491 pp. U.S.\$56.00. (Available from The International Nursing Foundation of Japan, 4-1-32 Kudan-Kitu, Choyoda-ku, Tokyo, 102 Japan.)

Covering 94 countries in Europe, Asia, Africa and the Americas, this second edition offers a brief history of nursing education in each country, listing the bodies responsible for nursing education, licenses and registration, educational curriculum, and systems of nursing education.

● At a meeting held in Luxembourg in June, representatives of the twelve-member nations of the European Community agreed to move toward the mutual recognition of most professional degrees. The agreement, which will take effect after 1990 following ratification by the European Parliament, covers almost 80 professions regulated by governments or the professions.

The new agreement stipulates that any diploma awarded in a member country after three or more years of higher education would be recognized and granted the same professional rights in all member countries, similar to the proposed accord on engineering qualifications (See page 4). Until this new accord, the recognition of professional degrees was subject to bilateral agreements, except for degrees in medicine and pharmacy, which already enjoy recognition throughout the European Community. (*Le Monde de l'Education*, September 1988)

Among this latter center's first activities will be a series of two-day workshops by internationally recognized scholars. Over the next two years, the center also will host scholarly meetings, conferences, debates and inter-disciplinary research.

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