

Contents

Preface	vii
1 The Nature of Comparative Education	1
<i>by R. Murray Thomas</i>	
Who uses comparative-education literature?	3
Who produces the literature of comparative education?	6
The nature of this book	7
Perspectives in international comparative studies	8
Research methods	13
Issues to be analyzed in detail	20
References	21
SECTION I: The Process of Instruction	23
2 The Goals of Education	25
<i>by R. Murray Thomas</i>	
Which agencies are responsible for which educational outcomes?	26
What conditions alter the selection of educational goals?	33
How may detailed objectives differ from one society to another?	42
Which learners pursue which objectives and why?	46
Prospects for educational goals	52
References	54
3 Instructional Methods and Materials	59
<i>by Jiaying Zhuang Howard</i>	
The nature of learning objectives	60
Taking advantage of the available technology	64
Sociopolitical conditions affecting the choice of methods	66
Accommodating for individual differences among learners	70
Teachers' skills, knowledge, and preferred instructional style	75
Accommodating for where instructors and students are located	78
Future prospects	80
References	83

4	Evaluation and Examinations	87
	<i>by William K. Cummings</i>	
	The origins of examinations	89
	Examinations in the West	90
	Examinations in modern Japan	97
	Comparative reflections on systems of evaluation	99
	Future prospects	102
	References	104
	SECTION II: Educational Structures and Personnel	107
5	Forms of Governance	109
	<i>by Noel F. McGinn</i>	
	Historical determinants of the governance of education systems	109
	Forms of governance	111
	Governance of primary and secondary education systems	115
	Governance of higher education	126
	The effectiveness of different forms of governance	130
	Future trends in governance	134
	References	136
6	Delivery Systems: Formal, Nonformal, Informal	141
	<i>by Thomas J. La Belle and Judy J. Sylvester</i>	
	The interaction of formal, nonformal, and informal education	142
	Informal education	142
	Formal education	145
	Nonformal education	151
	Prospects for delivery systems	157
	References	159
7	Teacher-Supply Systems	163
	<i>by R. Murray Thomas</i>	
	Defining the ideal teacher	163
	Recruiting candidates to prepare as teachers	165
	Admitting candidates to preservice teacher education	168
	Providing preservice teacher education	169

Filling teaching positions with qualified candidates	178
Providing working conditions that promote quality performance	179
Providing upgrading opportunities for inservice teachers	183
Retaining effective teachers and eliminating ineffective ones	186
Prospects for teacher-supply systems	189
References	192
SECTION III: Influences on Educational Operations	195
8 Educational Equity in Cross-National Settings	197
<i>by Beverly Lindsay</i>	
Perspectives on educational equity	198
Purposes of secondary and higher education	201
Policies and programs for educational equity	209
Evaluation and educational equity	215
Prospects for the future	217
References	220
9 Language and Education	227
<i>by Leslie J. Limage</i>	
The literacy situation in the world	228
The changing political and economic climate	230
Literacy/illiteracy in international perspective	232
Literacy efforts: the approaches	235
Language policies: the range of contexts	237
Language policies and schooling	245
Future prospects: language and literacy	247
References	248
10 The Economics of Education	253
<i>by Mark Bray</i>	
Human capital theory	253
Manpower planning	254
Rate of return analysis	257
The role of vocational and technical education	264
Sources of finance for education	267
Trends and prospects	271
References	272

11 Comparative Education Research	277
<i>by Gary Theisen and Don Adams</i>	
The nature of comparative research	277
Problems in comparative research	279
Categorizing comparative education research	280
Establishing research agendas	283
Sponsorship of research	288
Linking comparative research to educational and social change	293
Future trends in comparative research	295
References	298
12 Postscript —Into the Future	303
<i>by R. Murray Thomas</i>	
A likely future for the world's education systems	303
A likely future for the field of international comparative education	322
Conclusion	323
References	325
Index	327