

Editorial Statement

We are pleased to present this special issue on the contemporary trends and issues of progressive education in China. China is a country not only with massive education, but also with a rich educational history dating back more than three thousand years. With this special issue, the Journal of Educational Policy Analysis and Strategic Research has paid attention to the current developments in theory and practice of China's education. Four articles and one book review are being published in the current issue reflecting China's contemporary progressive education from different sides.

In *The Way of "Wei Yu" -- An Orientation of Education for the Chinese in the Globalizing World*, Professor Zhang Shiya discussed the characteristics of contemporary Chinese education in the context of globalization and internalization. Professor Zhang pointed out that the concept of Chinese includes not only the 56 ethnic groups inhabiting in China, but also Chinese descendants overseas. The author argued that all Chinese people have a common basis of identification: four words, "Zhong He Wei Yu"(center, harmony, position, birth), have been engraved in Dacheng Hall of Confucian temple in Qufu City, Shandong Province. Education for the Chinese Groups advocated by Professor Zhang expatiate a philosophical approach of Chinese culture: rich in individuality, harmony in society and Great Harmony all over the world.

In the second paper, *the Development of Leadership and Transformation of Management in School Transition --Observation and Apperception in the construction of "New Basic Education"*, Professor Yang Xiaowei, as an important member of "New Basic Education" Group, analyzed and summarized the transformation of leaders and managers in experimental schools. Professor Yang indicated that multi-value orientation of Education Reform based on participation and democracy not only put forward the urgency of school transition reform, but also offer great challenge and tribulation to the role of school leaders, including role-awareness, decision-making and project-planning. According to the author, the "pushing down the focus" strategy carried out by Base Schools not only strengthened the awareness of "First Responsible Person", but also opened up a space for self-practice in disquisitive reform, and also inspired teachers to think independently. It also offered them the will to research corporately, the desire and the vigor to develop themselves and brought favorable interaction between system renovation and culture construction. Professor Yang Xiaowei's paper demonstrated many vivid pictures of elementary schools and high schools' education reform.

In the third paper, *The Structure of the New Curricula in New Round Ordinary High Schools in China*, Professor Liao Boqin first discussed the structural relationship of the learning fields, subjects and modules, and then expatiated on their exhibition in new high school physic curricula. Professor Liao pointed out that there are eight fields in the new high school curricula, including Language and Literature, Mathematics,

Human Culture and Society, Science, Technology, Art, Physical Education and Integrated Practice. Each learning field has one or more subjects, and each subject has some modules which are the basic units of curricular content. High school physics curriculum has the same structure as mentioned, yet it emphasizes the unification of fundamentality and selectivity. In the new curriculum of ordinary high school, module is the central unit of curriculum structure. There are twelve modules falling into two parts: required courses and elective courses. Each module has multiple education functions, and the series formed by modules represents different emphases of education function. Each set of modules contains not only the physical concepts, rules and experiments, but also other aspects like the thoughts and methods of physics, physics and development of society, physics and application of technology, physics and life, etc. The new physics curriculum for high school emphasizes the advancement of national sensitivity on the basis of Nine-Year Compulsory Education and the foundation of students' lifelong study.

In the fourth paper, *China's Sociology of Education: Issues and Problems*, written by Professor Ma Hemin and Ms. He Fang explored the four periods in the development of China's Sociology of Education: establishing period (1922-1949), standstill period (1949-1979), reconstruction period (1979-1998) and new development period since 1998. The paper mainly discussed the course of development, difficulties encountered, problems existing and choice of development of Sociology of Education in China.

We hope you enjoy reading this issue and encourage you to submit your valuable works to coming issues of the journal.

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