proposes some policy suggestions to close the gap between local community and school. Nonetheless, it is well known that there has been a gross decline in rural education and minority education alongside an expansion in urban education and mainstream Han education in China under the trend of marketization over the past three decades. Hence, all the things that have happened to the Dai monk students may be typical of the rural and minority education situation elsewhere in China. An in-depth reflection on the case of Dai monk students against the broader educational and social context to see how far it is unique would enhance the rigor of the theoretical analysis in this study.

Finally, the book could be improved if minor presentational issues had not been overlooked. It has been converted from a PhD dissertation into a book without appropriate adjustments (e.g., the wording of chapter titles). This slightly affects its readability as an interesting research book for general readers. Moreover, the literature review lists an array of English and Chinese references, but lacks an integrated summary and critical analysis. It would also have been better to avoid indirect citations, such as the quoting of a remark of Giddens' from Guo's (2003) book 静悄悄的革命: 日常教学生活的社会建构 (*The Quiet Revolution: The Social Construction of Daily Teaching Life*) on p. 116 and another indirect quotation on page 132.

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中国教育大百科全书. [*Chinese encyclopedia of education*]. Gu, Mingyuan. (Ed.). Shanghai: Shanghai Education Press, 2013. 2,945 pp., four volumes (hardcopy), 199¥, ISBN: 978-7-5444-4567-2.

After 12 years of effort, the *Chinese Encyclopedia of Education* was finally issued under the chief editorship of China's best known educator, Professor Gu Mingyuan. It is the first professional encyclopedia of education in China, consisting of four volumes comprising over 1,100 entries and over 7 million Chinese characters. It covers 25 disciplines, including early childhood education, special education, higher education, vocational education, adult education,

education philosophy, education economics, sociology of education, educational psychology, education technology, education law, curriculum and teaching, history of Chinese education, history of foreign education, comparative education, and some emerging inter-disciplinary fields such as bio-education, educational ecology and demography of education. The *Chinese Encyclopedia of Education* is a great collection reflecting the diligence and wisdom of more than 600 researchers, spanning generations in a diverse range of disciplines of education research in China.

In 1998, Professor Gu Mingyuan compiled and published on *Education Dictionary*. However, the entries in this dictionary lacked depth and, moreover, ten years have passed since its publication. In the past decade, China's education has made amazing progress and accumulated a great deal of experience in terms of reform and development in the face of unprecedented challenges. What is more, a professional encyclopedia of education might be seen to represent a country's level of advancement in education development and educational research. Many more developed countries have compiled their own encyclopedias of education. For example, in 1960, the Soviet Union compiled its *Dictionary of Education* and then in 1992 its *Encyclopedia of Education*. In 1971, American scholar Lee C. Deighton edited and published an *Encyclopedia of Education*. In 1980, Professor Husén of Stockholm University edited the *International Encyclopedia of Education*. Not only are these encyclopedia of great significance to the country's development of education, but they are also of great importance in the dissemination of world education knowledge. Therefore, China's compilation of such an encyclopedia was necessary in order for the country to make contributions to the development of world education. The *Chinese Encyclopedia of Education* and Gu's *Dictionary of Education* can be viewed as companion books that comprehensively, and for the first time, present China's educational knowledge to the world.

As has been the case with other worldwide education encyclopedias, the *Chinese Encyclopedia of Education* attaches great importance to expertise, academic quality and timeliness which can be seen in the following three aspects: (1) The encyclopedia is a major collection of expert knowledge in China's education field. The distinguished Chinese educator Gu Mingyuan, now 84 years old, took on the role of chief editor for the whole series, and the editors for each volume are all academic leaders in their fields. As witness to all the important education reforms since the People's Republic of China was established, Professor Gu Mingyuan has made unique contributions to the modernization of Chinese education from an international and comparative perspective. As

Canadian scholar Ruth Hayhoe said, he was both a Chinese comparative education researcher and an education modernization theorist². Therefore, he is the most suitable scholar to be invited to lead and complete this systematic knowledge project. This work was a collaboration among almost all the important research institutions of education across China, bringing together their wealth of information. Also, a group of senior editors from Shanghai Education Press participated in editing the four volumes which effectively guaranteed their quality; (2) The encyclopedia comprehensively explains the origin of theories, their important connotations, and the latest developments in and controversies around core educational concepts. Of the over one thousand entries, 20% contain more than 10,000 Chinese characters, and 50% of them contain more than 6,000 Chinese characters. Thus, most entries can be viewed as academic papers with considerable theoretical depth and academic value; (3) This encyclopedia of education reflects new achievements in educational research in China and abroad from the late 20th century to the early 21st century, and it particularly reports on China's significant education achievements and experiences since reform and opening up. It incorporates the latest national education reform programs and the medium-term and long-term plan (2010–2020) that the Chinese Government issued in 2010. It also uses the “International Standard Classification of Education” amended by UNESCO in 2011. Thus, it has the most up-to-date and comprehensive information.

Compared with other encyclopedias of education, the *Chinese Encyclopedia of Education* has certain characteristics of its own. It highlights China's educational traditions and reveals current issues that China's education is facing. Entries include China's history of education, China's education development strategy, education for ethnic minorities in China, Hong Kong and Macao, educational content, as well as important education laws in China and the current situation of all types of Chinese education at all levels. In addition, in many conceptual entries there are special sections illustrating the evolution and understanding of specific concepts prevalent in China. The book also emphasizes systematization and normalization. As readers of the *Chinese Encyclopedia of Education* will range from education policymakers, education researchers, teachers, and principals to parents eager to know more about education, employers, and other education stakeholders, it utilizes recognized categories of education science and standardizes the content of all kinds of entries. Every entry is characterized by

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² Hayhoe, R. (2006). *Portraits of influential Chinese educators*. Dordrecht, The Netherlands: Springer.

systematic, rigorous and scientific definitions of conceptual terms and theories and detailed and reliable citation sources are provided. Take the “National Education System” entry as an example. Firstly, it introduces the basic national education profile, then educational policy, the administration system, and lastly the school system. The encyclopedia has further provided a variety of indexes and appendices to facilitate readers locating and reading the information they need. The “Education Catalogue” utilizes education subfields as a framework, allowing readers to find what they need by giving a macroscopic picture of the subfields covered in the encyclopedia even if the reader does not know the specific entry. Entries are sequenced using Chinese pinyin, as well as the entry strokes of Chinese characters, which fit the search habits of most Chinese readers. The “Chinese Index” is another key feature of the encyclopedia. It includes 1,100 entries, as well as more than 7,000 knowledge points and information units included in the entries, such as terminology, concept, doctrine, school, topics, system, history, evolution, legal regulations, names of literature, books, institutions, and events. The “Foreign Index” further provides readers with entry titles in foreign languages, except for some purely Chinese concepts, offering readers an optional search method. In addition, the Appendix of the *Chinese Encyclopedia of Education* provides significant background information. For example “The Worldwide Educational Chronology” collected more than 3,600 major events in worldwide historical records up until the year 2012, and the “Foreign Name Translation Table” collected over 3,300 foreign scholars’ names including first name, last name and year of birth. There is also an index CD which can help readers quickly trace the information by computer.

The depth and breadth of knowledge contained in the *Chinese Encyclopedia of Education* is remarkable and gives a comprehensive overview and interpretation of educational research and practice in China. The use of rigorous international standards in the research and ordering of this volume ensures its significance. Finally, the creation of new indexing methods makes this encyclopedia a valuable and useful contribution to worldwide educational research.

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