have after reading her work: Prof. Hayhoe's obviously sincere belief that the study of comparative educational traditions offers hope for a better world.

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DOI 10.3868/s110-005-016-0019-0

Chinese Higher Education Reform and Social Justice. Bin Wu and W. J. Morgan (Eds.). Abingdon, England and New York, NY: Routledge, 2015. 160 pp., (hardcover), £95, ISBN: 978-0-41571-122-7.

The evolution of the higher education system in China since the late 20th century is intertwined with unprecedented market reform, rapid economic and social change and the state's shifting bureaucratic intervention. China is an exceptional case of tertiary education expansion both in quantitative and qualitative terms. This results in tension between the drive towards developing world-class universities, the continual demand for massification, and the persistence of social inequality in the educational sector. While social justice is not yet an index of global university ranking, it points at important considerations beyond a functionalist and human capital approach and reveals unintended consequences of higher education reform.

The present volume seeks to fill a gap in the current literature by initiating a rich conversation about the place of universities in the context of social and economic change in contemporary Chinese society. Each part of the book approaches social justice from a different angle, and offers detailed empirical and analytical perspectives on how Chinese universities need to address wider structural issues and social inequality in order to build a "fair and sustainable society, a balance... between global and local knowledge and between individualism and collectivism" (p. 8). The book's nine chapters employ a wide

range of research methods to tackle a diversity of topics, including the concentration of government funding in elite universities; unequal pay and working conditions of university teachers; middle-class parental roles in reproducing social and cultural advantages in students' job searches; the effect of migration on university graduates' employment outcome; residential colleges as an experiment in reforming general education and improving social responsibility; unequal distribution of government financing in different types of universities in Hong Kong; challenges in and approaches to supporting adults with difficulties in self-regulated learning in Taiwan, to name but a few. The book is an interdisciplinary endeavor that sheds valuable light on society, culture, history, bureaucratic power, and global forces as they relate to higher education reform and social justice in the greater China region.

The book is a timely and compelling project undertaken by a group of leading scholars from within and beyond China. It raises fundamental questions about the purposes and functions of higher education in social (re)distribution, as well as its social responsibility towards students, society, citizenry, and the greater public good. The volume critically engages with the impact of neo-liberalism on uneven patterns of higher education provision and goes beyond a distributive justice perspective to offer a panoramic view of the broad relationship between higher education and social justice. Although the book does not provide an exhaustive account of social (in)equality in higher education in the greater China region, it lends the reader important insights into challenges and opportunities faced by tertiary institutions and actors in similar or different contexts. Because of the limits of length and scope, the studies in this edited volume are not necessarily fully developed and many appear exploratory. Nevertheless, the book's novel approach and diversity of content will appeal to academics, administrators, and policymakers, enabling them to rethink the complex relations among higher education, society, culture, government, and the larger processes of internationalization and globalization.

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