

EDITORIAL

In bygone days and in a distant land, the death of a monarch was heralded by the cry “The King is dead. Long live the King.” The passing of the individual merely underlined the continuity of the office. So it is with this journal. The *Bulletin* will change its format and appearance. *Higher Education Policy* will attempt to add a new dimension, but there is an element of continuity behind these transformations. Both serve the same community of scholars, administrators, decision-makers as well as students — the latter in the sense of those who both learn and teach about higher education. And both serve the same purpose, namely to provide a forum for discussion and debate over the changing mission, responsibility, obligations and tasks that are laid upon our various systems of higher education.

The difference between the two phrases in the development of this means of communication between the higher education community is one of degree more than emphasis. For what identifies a community is its common concerns, even though the cultural, historic and administrative frames in which that concern is couched may often lead to different interpretations of priority or solution. It is important therefore to realize just how similar our concerns are, just as it is relevant to consider the diversity in the type of measures suggested to meet them. It is for this reason that *Higher Education Policy* has opted for what may be called a “thematic approach” in examining contemporary developments in post-secondary education. It will be the purpose of the Editorial Advisory Board to help identify topics that may be developed across a number of countries rather than pursuing the more usual approach of bringing together articles covering different topics and different systems of higher education. In this way, the reader will be able to examine the specific issue or theme in the light of a number of country “case studies” which will show the way the issue has evolved or assumed different dimensions depending on the particular national context.

Needless to say, *Higher Education Policy* is an open forum and though some of our articles will be commissioned, we hope that those whose concerns lie in the field of higher education will feel free to send to this journal articles dealing with matters of contemporary interest to our community. Suggestions for themes or issues that the journal could consider developing further are also welcome.

The Special Theme of the present issue is “Higher Education and Development: A Reappraisal”, and in his Introduction, Georges Daillant, the Publishing Editor, explains why it has been chosen and how it is dealt with. In the section entitled Forum, texts by important leaders in intellectual international co-operation, the new Director-General of Unesco, and the President of IAU, have been reproduced. The Chronicle section contains information on important reforms of higher education which have and are being carried out in certain parts of the world other than Africa, and it is hoped that this will help to establish from the very beginning the truly international character of the publication.

Among the forthcoming issues will be one devoted to “Conflict and Peace: A Challenge for Universities”, to be followed by an analysis of “New Priorities for Higher Education”.

As Editor, I am aware that the interest in a journal is the sum of the excitement felt by those contributing to and reading it. It is also the Editor’s task, with the help of the Advisory Editorial Board and within the framework of IAU policy, as determined by its Administrative Board, to seek out those issues and topics that will create this excitement in those who take up *Higher Education Policy*

Guy Neave