

FLÜCHTER, WINFRIED, *Hochschulstandorte und Bildungsverhalten unter Aspekten der Raumordnung in Japan*. (Bochumer Geographische Schriften, 52). Paderborn: F. Schöningh, 1990. 186 pp., Appendix (74 pp.), DM 84.- (ISBN 3-506-71262-4)

The Japanese education system has been discussed all over the world for its merits and demerits and its role in Japanese society. Regional science has examined the highly centralized regional structure of Japan and the attempts and failures of decentralization politics. A recent work by Professor Flüchter, one of the very few German geographers specializing on Japan, combines these aspects to show how the higher education system is not only a mirror of the regional structure as a whole, but also influences this structure.

In his introduction Flüchter clarifies the major goals of his research project as an analysis of the connections between university location, educational behavior and regional policy. Western and Japanese literature on geography and education, as well as on the Japanese education system and on educational problems in regional planning is reviewed.

Chapter 2 gives a brief introduction to the regional structures of the university system in Germany (West). The regionally well balanced distribution of universities and the tendency of high school students to prefer universities in their own home-state are two important features described by Flüchter. Among the reasons given, he, however, fails to mention the federal organization of the high school system that makes it easier for students to enter universities in the same state as they visited high school. In Germany, the problem of centralization versus decentralization of university locations has been widely discussed. Flüchter compares the arguments with the present situation, now that many new universities have been founded in peripheral areas. He concludes that smaller cities with some urban atmosphere can be successful as university locations even in peripheral regions as long as the university site is well integrated into the city.

Chapter 3 gives basic information on the development of educational behavior, university system and regional policy in Japan. Here reasons are given why national planning so far has not succeeded in regionalizing the economic structure.

Chapter 4 looks at the distribution of universities and students. Regional basis of the analysis are the prefectures, which are grouped into metropolitan areas, prefectures with an important urban center and "rural" prefectures. The distribution of universities is examined under the

aspects of ownership, age of the institution, number of faculties, number of students, number of staff, number of graduate schools and prestige. Flüchter combines these aspects to divide the universities into two main groups (public or private universities), each with three quality-levels. Thus he can give a far more detailed analysis of the uneven distribution of universities in Japan, though the emphasis he puts on the high prestige of national universities may no longer be justified, as they are infamous for a severe shortage of money. Desolate infrastructure and low pay for the staff are the results, and so many qualified teachers change over to better paying private institutions.

The following three chapters examine reasons and consequences of the uneven distribution. Chapter 5 shows regional differences in high school and university attendance, as well as differences according to social strata and sex. Although the Japanese education system is supposed to give equal opportunities to all, this study proves that it is difficult for students from peripheral regions and lower income households - especially when they are female - to enter top level universities as well as private lower level universities in metropolitan areas. The former institutions require expensive cram school visits and a high level high school, which is often not available in rural prefectures, the latter high university fees and living costs. Flüchter illustrates the cumulation of these factors with a detailed study of the high school system of Ehime prefecture. The data of this case-study backs the common knowledge of parents in Ehime about the prestige hierarchy of high schools and the percentage of students they send to top level universities. Aware of the lack of opportunities, they concentrate their efforts on the local national university. But as Flüchter remarks, rather than complaining about a lack of opportunities, most parents tend to see only their children's efforts as crucial to success.

Chapter 6 examines the details of student migration. The high number of Japanese students migrating for educational reasons has many push- and pull factors, among which Flüchter also mentions some that are specific to Japan. Social values and psychological structures are explained according to well-known Japan interpretations like the concept of *amae*, but as this is not a sociological study, this part can not but oversimplify. On the other hand, Flüchter's examination of purpose and structure of university studies reveals the strong interest students have in living in "the capital" as mainly leisure and life-style orientated. The only important factor not mentioned in this analysis is the recruiting policy of private universities, which take in students from local high schools on re-



commendation, yet try to attract students from all over the country through information meetings and local entrance exams.

Chapter 7 examines the regions where university graduates are employed and the reasons why some of them make a "U-turn" back to their home prefecture while other, especially more qualified graduates are concentrated in Tokyo and other metropolises. The concentration of universities around Tokyo is thus directly connected to a "brain drain" from the rural prefectures.

Chapter 8 identifies problems concerning the micro-location of universities in metropolitan areas and relocation attempts. The famous university of Tsukuba is used as an example for the success, though also of the many difficulties that can arise when universities are relocated outside of metropolises. Problems like schools for the children of the staff, also opportunities for teaching at other universities in the neighborhood make not only students, but also teachers unwilling to give up a central university site.

Over all, government policy to establish new, especially medical universities and faculties, and to restrict the number of students at private universities to their real capacities, has led to a gradual decline of concentration between 1961 and 1981.

The last chapter gives a summary of the main problems resulting from the connection between university location, educational behavior and regional policy. Student migration to metropolises, unequal opportunities according to region, social strata and sex, and the "brain drain" from the provinces, are identified as problems that can not be solved by simply decentralizing university locations. Flüchter proves that this solution, which has been applied in Germany, does not seem useful for Japan, where centralization of education, of the economy as a whole, is widely accepted by politicians and the general public.

To back up his research, Flüchter draws on the immense fundus of data on education available in Japan. These data are presented in tables and colored figures, the latter giving an excellent overview of basic patterns of the university system. A detailed index and keywords in bold letters are helpful for looking up specific points of interest, although the selection of the latter is not always convincing. The bibliography gives Japanese titles and institutions with German translation.

The whole text is extremely well structured both in content and form. The abundance of data on nearly every subject is well known to anybody doing research on Japan. Flüchter has effectively combined these data and the extensive discussion of the Japanese educational system in

Japanese and Western literature with his detailed practical knowledge of the situation at Japan's universities, to analyse all aspects of the role of the university system for regional disparities. This book sets an excellent example for geographical studies on a certain sector of a country or region. It proves that cultural aspects can be successfully integrated into regional research, and thus regional policies can be adapted to local conditions without losing the global context. This study should not be ignored by anyone interested in social or economic studies of Japan, as the education system is crucial for the explanation of many other phenomena. A Japanese translation would add a new aspect to the discussion on education in Japan, as there exists no other study as comprehensive as this.

Carolyn Funck

GLENN D. HOOK and MICHAEL A. WEINER (eds.), *The Internationalization of Japan*. London: Routledge, 1992. XX, 325 pages, £ 50.00 (ISBN 0-415-07138-0)

This volume contains 17 contributions - mostly by Japanese academics - to a symposium held at Sheffield University in September 1989. They cover economic, political, sociological and educational aspects of the current "internationalization" of Japan. Predictably, the resulting collection of articles is uneven both in quality and focus: no less than six authors offer their own extensive and multifaceted definitions of that elusive buzz-word "internationalization", which in the Japanese form *kokusaika* often represents a slogan rather than cosmopolitan practices or attitudes.

In two most interesting introductory chapters Andrew Gamble and Richard Falk cover an expansive Anglo-Saxon definition of "internationalization": hegemonic roles of Britain and of the US. Gamble, a professor at Sheffield, traces the British fascination with the (inevitable) decline of great powers like the UK and the US. Professor Falk of Princeton in contrast sees a continued world role for the US in a possible "creative division of labour" with Japan, the latter playing essentially a pay master role for US global endeavors.

Both authors, however, fail to spell out the consequences of what they see as "the emergence of Japan as the leading world economy" (Gamble, p. 30), with the country however lacking "the military capability and