

history. Some scholars may not like this kind of history-writing, but I think that even India-experts will profit by new points of view.

The book's weakest point is its form. Sometimes other authors are named, very rarely quoted, and there is no literature index at all. Similarly, one misses a subject index very much since the construction of the book makes it difficult to look up an item quickly. The map-appendix is rather confusing. And, as a last wish, could the publishers please afford a corrector for the many misprints and even blank pages? If so, the second edition will be highly recommendable!

Hans-Joachim Schwarz

Horst E. Wittig, *Bildungswelt Ostasien* (Uni-Taschenbuch, Nr. 78). Paderborn: Schöningh, 1972. 253 pages, DM 14,80.

Klaus Luhmer, *Schule und Bildungsreform in Japan. Japanische Bildungspolitik im internationalen Vergleich. Erster Band. Gestaltungsfaktoren, Aufbau, Strukturwandel und Verwaltung des allgemeinbildenden Schulwesens*. Tokyo: Japanisch-Deutsche Gesellschaft, 1972. x + 365 pages.

Klaus Luhmer, *Schule und Bildungsreform in Japan. Japanische Bildungspolitik im internationalen Vergleich. Zweiter Band. Die japanische Universität und ihre Studenten. Der japanische Lehrer*. Tokyo: Japanisch-Deutsche Gesellschaft, 1973. v + 393 pages.

Although German scholars have written numerous books on the Japanese economy and politics, it was not until recently that two of them published studies of Japan's education system as a whole.

Horst E. Wittig, a specialist in comparative education, has done a great deal to promote the reception of East Asian education in Germany in his capacity as editor of the journal, **Paedagogik und Schule in Ost und West**, and of the reader, **Menschenbildung in Japan**. Furthermore, he has had first-hand experience of teaching in Japan, at both the high school and college levels. The sixteen articles contained in his *Bildungswelt Ostasien* were written between 1961 and 1971 and do not represent a systematic introduction to the field, but rather an effort to arouse interest in East Asian education and stimulate more detailed studies. One whole article is devoted to W.'s concept of **Bildungswelt**, with which he demonstrates his particular interest in the intellectual and philosophical forces in culture and their bearing on education.

Even though two thirds of the volume is devoted to China, Korea and East Asia in general, it seems justified to review this book in the context of recent publications on Japan. For pre-war Korea and both post-war Korean states are allotted no more than two brief descriptions, and the extensive section devoted to China — concentrating on the Peoples' Republic from 1958 to 1968 along with short historical background sketches — is less satisfactory than the author's analysis of Japanese education as there is more overlapping and the period under consideration is shorter. Furthermore, complaints are made about an ideologization and "forced collectivization" which the author sees as more radical than in the USSR, about a polytechnical orientation that leaves out the humanism of the young Marx, and about the way this has supposedly lowered the educational niveau — despite the fact that information about educational objectives and programs remains vague and W. has a tendency to disregard remaining traditional elements of education as well as the economic background of the reform and the relationship between socialization in school and outside it.

On the other hand, W. gives us a graphic description of educational thought, the system of education, educational policy and reform considerations in Japan from the beginning of modernization to 1966. He devotes particular attention to relations between Japan and Germany in this field.

Klaus Luhmer has spent the past three decades in Japan, where he has gained wide experience as a school teacher, and as a member, in various capacities, of the administration of the Roman Catholic Sophia University, where he is currently professor of education. In the first of his two volumes under review, L. deals with the "origins and determining factors" of Japanese education, the structure of the school system, ideas about educational reform, and administration. The second volume deals with the structure of higher education

in Japan and with the current debate on problems connected with it. It also contains chapters on the faculty and the student movement. Both volumes include appendices containing chronologies, important terms and selected documents, translated into German by the author.

In his preface and introduction L. emphasises three points. One is that the topic should be made accessible to the layman. Second, his intention was to study the influence of "the people's mentality and cultural-historical, political, economic and social factors" on "educational thinking and its concretization in the system of education". Finally, his focus is on the issues and reform debate during the years 1969-72.

L. makes no claim to an exhaustive analysis; on the contrary, he focusses mainly on those areas with which he is particularly familiar. Thus he deals with religious and cultural factors in detail, but only touches on political and social factors, discussing them separately and seldom in direct connection with his subsequent description of Japanese education. Some aspects of the education system he only mentions in passing, emphasizing his personal impressions. On the other hand, we are given a good picture of issues in the current education policy debate, for L. gives detailed accounts of important documents.

The fact that the author has first-hand knowledge of the problems makes his books interesting reading, yet it has also had a noticeable effect on his choice of material and on evaluation. Thus, whereas the government's education policy is accorded fair and balanced treatment, L. waxes polemic when he turns to the Left and, in particular, to the students.

In spite of certain weaknesses — unevenness in both description and analysis as well as a bias against economic and social factors in education — Luhmer and Wittig have given us studies which are important in having introduced a hitherto neglected field to the German-speaking world.

Ulrich Teichler

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