

unusual to print name cards with the name of the firm one is working with in bold letters and the name of the person in small print beneath, as he claims on page 68.

Completely wrong also are Dietrich Krusche's remarks on the Japanese language (p. 77-78). The examples he quotes in order to prove an alleged tendency of the speaker to vague statements have very little in common with Japanese. The statement that the Japanese sentence is not based on "the pattern of abstract-grammatical logic of language" only shows that Dietrich Krusche ignores the results of linguistic research done in Japan and in foreign countries during the last twenty years.

There are so many examples of this kind in Dietrich Krusche's book that he should forgive any reader who may doubt the conclusions drawn from such inaccurate premises.

Joachim Glaubitz

Horst E. Wittig (ed.), *Menschenbildung in Japan. Beiträge aus der pädagogischen und bildungspolitischen Diskussion der Gegenwart*. München/Basel: Ernst Reinhardt, 1973. 214 pages, DM 36.—.

With the title "Menschenbildung in Japan (Education in Japan)" the professor of comparative education Horst E. Wittig has compiled and presented an outstanding collection of essays concerning the current discussion of educational policy in Japan. This is the first contribution on this topic in German and is comparable with the exceptional English anthologies such as "Education in Japan 1945-1963" in the *Journal of Social and Political Ideas in Japan*, 1963, and "Educational System in Japan" in the *Education in Japan - Journal for Overseas*, 1967.

In the present collection one finds mainly authorized translations of Japanese experts on education. Names of famous scientists such as Teiyu Amano (former Minister of Education), Kazuo Okochi, Tokiomi Kaigo and many others are not lacking in this comprehensive volume.

In his introduction H. E. Wittig points out that in his selection of essays he attempted to apply Chie Nakane's theory of a "unilateral society" to the "educational world" of Japan. This seems to indicate a misunderstanding, however, because one cannot claim that every analysis stressing Japanese peculiarities necessarily corresponds to the theory of Chie Nakane.

The title of the book recalls the discussion on "the education of people in Japan (Nihon ni okeru ningen keisei)" in the mid 1960's. Regretfully one misses a translation of the important statement on this subject released by the Central Council of Education: "The Image of an Ideal Japanese (Kitai sareru ningenzo)". The concept of "education" in this book is very generally presented — mainly as educational anthropology and the contents of the essays treat other subjects as well.

H. E. Wittig has succeeded in offering a broad spectrum of topics. Altogether he includes twenty-two individual essays, arranged in five chapters which are at times somewhat vague.

First the history and the basic problems of an "educational society (gakureki shakai)" are dealt with. In the second chapter one finds the discussion about educational policy and the education system in the 1960's. Then comes the category "Innovation in the Schoolsystem and Teachers' Problems". The relation between higher education and the national economy is treated in the next chapter, and in the last one the discussion on educational reform is introduced.

A chronologically compiled selective bibliography (of nearly 400 titles) (in Western languages) complements and underlines the documentary character of the volume splendidly.

This collection of essays of Horst E. Wittig is a standard reference work for anyone concerned with educational problems in East Asia.

Friedrich Voss