

Java, Werner Rutz summarizes section 2 with regard to overall national considerations: he compares the different transport systems and the data on the accessibility of the various regions.

In section 3 (conclusions) the author considers the quality of the compiled materials, comparing them with the aims elaborated at the beginning of the study and considering their potential utility for further research; occasionally he includes some (justified) self-praise. The appended multi-coloured maps are as comprehensive as the text and tables. Set A (8 maps, scale 1 : 6 000 000) shows in detail the present traffic situation, including a comparison of overseas service connexions from 1940, 1955 and 1972. In Set B (8 maps, scale 1 : 12 000 000) the author presents (besides some further information on traffic) data mainly concerning the national socio-economic structures of the survey area. He substantiates the general value of his investigations by his integrated background-information.

It is very important for their utilization abroad and especially in Indonesia, that the introductory and concluding chapters as well as the legends of maps, and tables of contents are also given in English and in Indonesian (Bahasa Indonesia). The study could be very profitable for Indonesia, since the timing of its publication fits in with the five-year plan currently operating (REPELITA II), where objective no.4 aims at an "Intensification of inter-regional communication".

To sum up: even though some of the detailed data seems to be too optimistic, the high standard of research and information, and the transparent methodology qualify this study as an impressive standard book, both in showing traffic connexions and socio-economic relations. It could be an important contribution towards solving problems of unbalanced structures in Indonesia and other large (developing) countries.

Rüdiger Kulke

Horst E.Wittig (ed.), Pädagogik und Bildungspolitik Japans. Quellentexte und Dokumente von der Tokugawa-Zeit bis zur Gegenwart. München/Basel, Ernst Reinhardt Verlag, 1976. 254 pages, DM 26.50 (paperback).

According to the editor Horst E.Wittig, this volume of selected readings is the result of a joint project of Japanese and German educationalists from 1961 to 1972. This recently published book represents a collection of sources and documents on educational policy and pedagogy in Japan, spanning a period of 350 years - from the Tokugawa period (1603) until the present (1972).

The main body of the work, devoted to documents and sources, is divided into four parts: 1. Tokugawa period, 2. Meiji period, 3. Taisho period and Showa period until the end of

World War II, and 4. the "period of democratic education" after 1945.

In comparison with the other periods the Tokugawa age receives considerable emphasis. This section consists of translations on nine themes such as "Chinese Studies" (kan-gaku), "popular education" (shingaku), the "National Koku-gaku-Movement" and the beginnings of the "Dutch Studies" (rangaku).

In contrast to the extensive treatment of this phase, the developments in the following decades starting with Meiji are not so elaborately represented, nor is the spectrum of opinions as broad as before. For example, the section "influence of Western thinking" (in the Meiji period) only offers texts by Fukuzawa Yukichi, whereas other representatives of this phase, Okuma Shigenobu for example, are neglected.

Although it is naturally not an easy task to select materials for a historical reader one must criticize the fact that in the later section on "educational policy thinking of the postwar period" only politicians of the conservative ruling party are cited. For this period at least the educational concepts of the Japanese Teachers Union (Nikkyoso), which are of great importance in the current debate in Japan, or the ideas of one of the opposition parties should be presented, not merely for the sake of 'pluralism' but as an essential complement to the spectrum of educational policy in the postwar era.

On the other hand, however, it is genuinely praiseworthy that for each of the above mentioned periods an introductory section with the most important laws, edicts and documents is given and that for each translated text the reader generally finds a short explanation of its significance and possibly of the position and influence of the author in the intellectual and historical context.

Besides documents and source materials the present volume contains for the years 1872-1972 a detailed selected bibliography (40 pages) of English and German language literature about the educational system and educational theory in Japan compiled by Ulrich Teichler and Horst E. Wittig. In addition, Prof. Wittig in cooperation with Y. Kametani has compiled a pedagogical glossary in German, Japanese (kanji and romaji) and English. For educational and social scientists in particular these two supplements will be a real help.

To sum up, even if the selection of documents and sources, especially for the modern period, is not fully appropriate, this documentary volume by Horst E. Wittig, which is systematically and intelligibly compiled, can well be considered a standard reference work on educational theory and policy in Japan, and in conjunction with his previously edited book "Menschenbildung in Japan" (education in Japan), München 1973 (Internationales Asienforum, Vol.5, No.4, 1974)

it will make an essential contribution to understanding "Japan's educational world".

Friedrich Voss

Jiri Kosta und Jan Meyer, Volksrepublik China. Ökonomisches System und wirtschaftliche Entwicklung. Europäische Verlagsanstalt. Frankfurt/M. - Köln 1976. 297 pages.

One main aim of this book is the presentation and analysis of China's economy and economic development. The authors, both economists, wanted to take a close look at China's path from poverty and material misery to relative prosperity. They are primarily interested in discussing the development of the productive forces: "In the context of this book we laid special emphasis on the examination of the development of productive forces" (p.262).

Their book is based upon extensive academic research and impressions they gained while travelling in China. It is arranged in chronological order, six chapters in all. The text is enhanced with 60 tables and there are six additional ones in a special appendix. There are also many charts as well as 21 pages with bibliographical references. In the main text quotations and references are given in parenthesis. The six chapters are: 1. The period of reconstruction (1949-1952). 2. The period of the First Five Years Plan (1953-1957). 3. The Great Leap Forward (1958-1960). 4. The period of consolidation (1961-1965). 5. The Cultural Revolution (1966-1969). 6. The period after the Cultural Revolution (1970-1975).

The authors sometimes describe models which were never put into practice, e.g. the People's Communes. The important changes which took place in 1962 are hardly mentioned, although there are enough relevant documents.

One main weakness seems to be that socio-political aspects are not dealt with adequately, despite the authors' declared intentions. For example, nothing is said about education and medical care although one would expect such topics when the results of the Great Leap Forward are discussed. But here we find only an interpretation of tables and a summary of relevant literature (p. 143 ff.). The significance of small enterprises within the concept of decentralization is stressed correctly, but again only within the framework of an economic interpretation. Its consequences for social policies are completely neglected (mobilization, better chances for education and training, etc.) (p. 152).

"In the final assessment of the Great Leap Forward the positive results of this stage of development as well as the reasons for failure because of the economic crisis from the end of the Fifties will be summarized.

Here we have to differentiate between the results of eco-