The book by Professors Ohkawa and Rosovsky is well-balanced and will soon be a classic in the field. It covers the period roughly from the beginning of the twentieth century to the late 60's and early 70's. The book is based on four assumptions: (1) The existence of a gap between technology actually applied in Japan and the increasing capability of borrowing and absorbing advanced methods; (2) Autonomous investment based on borrowed technology is the major driving force of Japanese economic growth; (3) To explain Japan's particular pattern of growth requires use of a two-sector model that includes the categories of "modern" and "traditional"; and (4) Japan's extraordinary postwar performance is linked to the development and strengthening of forces already in operation before the war" (pp. 39-40). Under these assumptions the authors tried to explain the long swings of aggregate output over the period, the spurts of private capital formation in 1914-8, the 1930's and the 1950's and 1960's, and the trend acceleration in the last period.

The approach of the book is primarily empirical, but the last two chapters are theoretical and speculative. Chapter 8 presents the outlines of a historical model designed to explain long swings and trend acceleration while Chapter 9 focuses on institutional innovation and Japan's rising social capability to import advanced technology. The latter also contains a section looking into Japan's economic future which is well-reasoned and may prove to be refreshing to many readers.

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Japan has experienced two major educational reforms since the nation entered into the era of modernization. In 1872, the first educational reform was initiated by the government in the proclamation of the Fundamental Code of Education. The second reform occurred under the guidance of the American Occupation Forces in Japan from 1945 to 1952. In both reforms "western models" were followed in organizing the Japanese school system, the curricula, and teaching methods. Subsequent history has shown that once these models were introduced, constant adjustment and adaptation of these models to Japan's educational needs have taken place. Contemporary Japan is in preparation for the third educational reform which is to accommodate the enormous social changes that occurred since the 1960's. Japan's success in modernization makes the following of "western models" in reforming her education unnecessary.

Two books, written by educators in comparative education, examining the educational achievements of Japan, are examined here. In the books written by Dr. Tetsuya Kobayashi and Dr. Ronald S. Anderson most of the space is utilized describing and analyzing current educational issues in Japan. In order to locate problems in the formation of the third educational reform, the authors analyze in each of their books the proposed reform measures presented by the Central Council on Education (a review of the government policies on education), the Japan Teachers' Union criticism of govern-

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ment policies, and observations on Japanese education made by the members of the Organization for Economic Cooperation and Development (summarized in the *Review of National Policies for Education: Japan, Paris, 1971*). The arguments presented by these three bodies indicate that the major sources of controversy are in whether Japan reinforces her national tradition in education, or in whether Japan overcomes this tradition in order to bring in a new "democratic" tradition into education. In other words, the former can be said to be the centralization of control of education created by the nation's physical conditions. Kobayashi describes these conditions as being "...a single national group with a common historical heritage, a single language, and relative homogeneity in culture and belief" (p. 173).

Current problems in Japanese education must be analyzed in the perspective of her history of educational reform. Kobayashi provides a good introduction to this subject in his book, compiled for the Society, Schools and Progress series, and written specifically to give non-Japanese readers an idea of the development of national education in Japan from early historical times to the present (one chapter is from ancient time to 1867, and one chapter from 1868 to 1952); the remaining chapters are on principles of national education, control of education, education and economic development, school and society, the national system of education, and Japanese education for the 1970's.

Kobayashi takes an descriptive-analytical approach in explaining how and why distinctive national characteristics of her education emerged in Japan. Three inherent characteristics of Japanese schools shaped before the tenth century are:

"Firstly, the schools were set up on the initiative of the government for the training of personnel necessary to the state, secondly, from an individual point of view, the school provided a way to social success for ambitious youths, and thirdly, the schools taught the elements of a new civilization abroad, and thus functioned as an effective tool for allowing Japan to 'borrow' a culture."

(p. 4)

In the initial reform, Japan was over-eager in adapting herself to "western models" and almost seemed to abandon her educational traditions. In the second reform period she had to submit to foreign forces which resulted in the temporary suppression of the distinctive characteristics of her educational system, the traits that had been handed down through her history. The battle between the implementation of "western models" and the inherent characteristics of Japanese education is symbolized in the second educational reform, which seemed to overhaul the pre-war Japanese education system. The best example of this is in the decentralization of the Japanese educational administration, which was planned by the American Occupation Forces in Japan. Kobayashi says that this lay control of education was alien to the Japanese since 1870. As Japan regained her independence, the centralization of the education system was gradually restored. The battle is not completely over yet. The new "democratic" tradition of education, which is proclaimed in the Constitution, and in the Fundamental Laws of Education, has been emerging as a counter power for the centralized control of education by the government. The legality of the government interference in the content of education is the center of arguments being fought continuously in the court.

Professor Anderson's work is as broad-based a study as is Kobayashi's, and covers many aspects of Japanese education in detail such as the development of educational system from kindergarten to higher education, the description of each subject taught in primary, secondary, and higher level; the teaching methods, the student code, and social education among others.

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