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清末民初乡土教育研究 [*Research on Patriotic Education to Native Lands in the Late Qing Dynasty and the Early Period of the Republic of China*]. 王兴亮 [Wang, Xingliang]. 成都, 中国: 四川大学出版社 [Chengdu, China: Sichuan University Press], 2013. 467 pp., (paperback), ¥38, ISBN: 978-7-5614-6928-6.

In August 2013, *Research on patriotic education to native lands in the late qing dynasty and the early period of the Republic of China* written by Dr. Xingtang Wang was published by Sichuan University Press. The book has a number of significant features that give it considerable merit for a scholarly readership.

First, it is of great historical value. The book reflects on the history of Chinese society and education from the aspect of teaching materials. The author has collected a large number of historical records, both national and local. These records have enormous historical value for the study of the evolution of school teaching materials. More than one third of the book comprises historical records, which provides objective historical information on the basis of which today's readers may conduct further studies in future.

Second, the diverse values reflected in this book cannot be underestimated. With the growth of new branches of education research and the appearance of new ideas about education, it is still of great importance to strengthen research on the history of education. However, research on teaching materials has always been weak in China. Patriotic teaching materials contain rich and diverse thought and content. Many of these teaching materials are meant to develop love of one's hometown and achieve the purpose of building a sense of patriotism in relation to the nation. Beyond that, the meaning of patriotism differs dramatically among the teaching materials that are presented, reflecting the diverse beliefs and pursuits of interest groups in the period studied.

Third, the book clears up the relationship between local records (乡土志, *xiangtu zhi*) and local textbooks (乡土教材, *xiangtu jiaocai*). This book pays attention to how the constitution of local records has influenced textbooks in terms of systems, styles, and evolution. It contributes to patriotism in education at the local and national levels. This book also makes note of how the need for local textbooks for school education has boosted the compilation of local records. As shown in the case studies discussed in this book, patriotic teaching materials might be original, simplified or adapted editions of local records, providing

readers with a wealth of different forms of historical evidence.

Fourth, the lessons from history mentioned in this book are still of great value to those pursuing education reform today. For example, in the book, it mentions that history was a basic subject in the Ren-Yin education system (壬寅学制, *renyin xuezhi*) of 1902. From lower to upper elementary education, the six years of learning were designed according to the order outlined from ancient times to the Ming dynasty. This course helped people gain basic knowledge about history as did the course on geography. The geography from township to county then to prefecture developed in an orderly way, from the nearby to the more distant, thus broadening students' horizons. These historical experiences are significant for today's curriculum reform and teaching material development as applied to elementary and secondary schools.

In a word, *Research on Patriotic Education to Native Lands in the Late Qing Dynasty and the Early Period of the Republic of China* is a scholarly and a book of practical value. It is suitable reading matter for education practitioners and researchers of education theory. It could be further improved if some analysis of the impact on teaching materials could be added in any future revision.

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