

civilizations of China and India, and the influence of the nearby Malay world. The story continues in Chapter 3 with the development of trade and the coming of Islam.

Chapter 4 starts from the age of the Dutch East India Company (VOC) and its attempts to monopolize Indonesian trade with the outside world as well as its attempts to control the different indigenous empires. Chapter 5 begins with formal Dutch colonization and the growth of Indonesian nationalist movements. The author dwells on the major themes of Dutch control (the cultivation system, the 'liberal' period, and the Diponegoro and Java uprisings) and the growth of national consciousness.

Chapter 6 discusses the politics and economy of modern, i.e. post-independence, Indonesia. The Japanese occupation and Dutch attempt to take back Indonesia after the Second World War are, unfortunately, covered in brief. The major portion of this chapter deals with Sukarno's "Guided Democracy" and Suharto's "New Order" regime.

The strength of the book lies in the individual set of exercises after every chapter. These questions, presented in multiple choice format, true/false, fill-in-the-blanks, and topics for discussion, are useful in provoking thinking on the materials presented. The chronological method is useful in bringing out themes such as exploitation by colonization and the inevitable collision between Western and indigenous Indonesian cultures after the Second World War. The simple, descriptive writing also makes the book easy to read and understand. The illustrations on some major Indonesian articles such as Kris (traditional warrior sword) and Bemo (minibus) are interesting, although it must be said they are highly selective, and one wonders if drawings of pepper, clove, and nutmeg are really that useful to the student. There are far more interesting things that are uniquely Indonesian that should have been featured.

My only criticism of the book is the lack of balance and the brief coverage of most of the material. There is too much emphasis on the early part of Indonesian social history, and not enough on the present, or contemporary history. Much more emphasis should be given to the Sukarno and Suharto regimes. The Sukarno and Suharto years should form a major part of the book and not simply be lumped together into a short chapter. If students are to understand Indonesian society, a deeper understanding of the past forty years of Indonesian history is the key. The materials also need to be presented with more depth, although given the target audience, it might be difficult to do so.

In sum, I found this textbook useful for high school students studying Indonesian history for the first time. It is not suitable for college undergraduates who require something in greater depth.

James Chin

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# The Asian American Educational Experience

## *A Source Book for Teachers and Students*

EDITED BY DON T. NAKANISHI AND TINA YAMANO NISHIDA

NEW YORK: ROUTLEDGE, 1995  
404 PAGES

The wide-spread perception of Asian Americans as a "model minority" does a profound injustice to Asian Americans and to all other minority groups in America as well. This text examines three main points associated with the myth of the model minority:

1. How did this stereotype come about?
2. What purpose does this misconception serve, and who benefits from its perpetuation?
3. In what ways does this stereotype continue to do harm?

A series of articles from the book reveal the facts behind the myth and provide insight into the manner in which pedagogical practice has accommodated the myth. As shown in these articles, which are

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## BOOK REVIEWS

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of particular interest to teacher educators, preconceived notions about the academic strengths and weaknesses of Asian/Pacific Americans are played out daily in elementary and secondary school classrooms through teacher expectations and teacher-student interaction, and in the offices of guidance counselors by directing Asian/Pacific Americans toward colleges and majors through race-based assumptions of aptitude and interest.

As elucidated in *The Asian American Educational Experience*, contemporary issues in the education of Asian/Pacific Americans are framed, in equal measure, by the history of Asian immigration and discrimination in America, by past battles waged for educational freedom in the Asian American community, and by the current sociopolitical context in which we live. Each of these components is examined in this text, beginning with a historical perspective. As a teacher who promotes cultural diversity by providing information on the immigrant experience in America, I find the early articles in this text particularly relevant. They examine policies of institutionalized discrimination and exclusionary practices in education relating to early Chinese and Japanese immigrants. Of further significance in my own courses are the articles by John N. Hawkins and L. Ling-Chi Wang detailing the power of political activism and community mobilization in bringing about social change.

Because the text lacks a singular voice to draw correlations between historical and contemporary experiences and to place the examination of Asian/Pacific American education in a theoretical context, readers are left with a text that is sometimes redundant and disjointed in its presentation. Despite its limitations, however, *The Asian American Educational Experience* provides important material for teacher educators. It makes its largest contribution to scholarship in its extensive annotated bibliography detailing contemporary writings on Asian/Pacific American educational research. ■

Lesley Clear

**LESLEY CLEAR** received her Ph.D. in Comparative and International Education from UCLA in 1991. She has conducted research on minority use of education to achieve social equity in both Hungary and Japan. She is currently an Instructor at University of California at Irvine in a program designed to help teachers meet the needs of diverse student populations.

