

JÜRGEN HENZE: *Bildung und Wissenschaft in der Volksrepublik China zu Beginn der achtziger Jahre. (Mitteilungen des Instituts für Asienkunde, Bd.132).* Hamburg: Institut für Asienkunde, 1983. 289 pages, DM 28.-

In a period of rapidly growing relations with the People's Republic of China, the demand for information is vast. After more than a decade during which information was dispersed only after being carefully censored by the political leadership, a flow of detailed information has been made available since the end of the seventies, mainly in the fields of politics, economics and education. But systematic approaches have been rare to date.

As regards the field of "Education and Science in the People's Republic of China", Jürgen Henze, a long-serving member of the research staff at the Institute of Comparative Education, Bochum University (FRG), has worked out one such systematic description. His study starts with the turmoil of the Cultural Revolution (1966) and covers the following period up to the year 1980. A chapter subsequently added fills the gap until the date of publication in 1983.

The study is subdivided into 9 chapters.

(1) Chapter 1 "From Proletarianization to Re-academization of Education: Tendencies 1966-1982" describes the historical process in general terms: The active period of the Cultural Revolution - the following period until 1976 - the fall of the political faction surrounding Jiang Qing, Mao Zedong's widow, and the beginnings of the modernization policy.

(2) The chapter "Administrative Organization of the Educational System" covers only the Ministry of Education and the subordinated bureaus at provincial-county- and city-level.

(3) In the chapter "Reform and Present Structure of the Educational System", which represents the central part of the whole study, the different types of schools are presented to the reader from kindergarten through primary and secondary schools up to universities and colleges. Post-secondary education is dealt with extensively, whereas vocational and technical education are treated with less scrutiny. The author is not to be criticised for this as vocational and technical education (and post-secondary educational institutions) were hit most by cultural-revolutionary criticism and its resulting trend towards a general unitary school education, and at the time Jürgen Henze compiled his study were still in a phase of reorganization. Admission to institutions of post-secondary education and to the key-point schools, both crucial elements in the re-development of an academic and hierarchical education system, are described in a detailed and vivid manner.

(4) A special chapter is dedicated to "Adult Education" because of its important role in China. The author traces its tradition back to the "Liberated Areas" before the foundation of the People's Republic in 1949, but its origins in the "mass education campaigns" in adult education organized by bourgeois pedagogues in the early phase of the Chinese Republic after 1911 are not mentioned (e.g. the "model county" of Dingxian in the country).

(5) The chapter "Science and Research" focuses on the organizational side, whereas the question which research fields are chosen as key points (and why) has not been dealt with.

(6) In the chapter on "International Science Cooperation" the reader gets brief information on the different levels and types of exchange.

(7) A special chapter deals with "Youth Politics", and gives a picture of the serious problems of youth unemployment and the loss of prestige of the political leadership (the Communist Party and its mass organizations).

(8) Chapter 8, the appendix mentioned at the beginning, describes some important political decisions made between 1981 and 1983.

(9) In the short chapter 9 "Present Problems and Trends" the author tries to draw some conclusions and to indicate possible perspectives of development in quantitative (capacities of educational institutions, labour market, unemployment) as well as in qualitative terms (political uncertainties, problems in motivating young people etc.).

This book is worth reading and consulting as it offers a lot of detailed information in a structured form, and it allows comparison of the Chinese educational system with that of other countries. This means that the socio-political framework of the educational system is pushed into the background, as is the connexion between the educational and employment systems.

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WOLFRAM EBERHARD, KRZYSZTOF GAWLIKOWSKI, CARL-ALBRECHT SEYSCHAB (eds.): East Asian Civilizations. New Attempts at Understanding Traditions. München: Simon und Magiera. Vol. 1: Ethnic Identity and National Characteristics. 1982. 203 pages, DM 23.-  
Vol. 2: Nation and Mythology. 1983. 176 pages, DM 23.-

This new periodical is intended for the specialist as well as the general reader. In this way it should provide substantial information about the East Asian civilizations. Among the editors, advisers and authors are highly reputable scholars from several countries (e.g. Gu Jiegang, Joseph Needham etc.). According to the introductory preface this periodical is not to be a magazine including different articles on disparate topics; each issue will focus on only one general theme. In addition the reader will find articles discussing problems of general scientific interest and "field reports, sources, information".

The articles in the two numbers here under review are pieces of solid scholarly work; the source materials are cited, Chinese characters are given in an appendix, the approach is always critical and sophisticated.