

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-

conomic development and socio-political outcomes" (p. 153). But again, what follows is an economic interpretation of well-known sources and literature amended by some remarks about power policy. There is nothing that might actually concern the Chinese population, except some very general remarks; there is, thus, no presentation of socio-political changes. This improves somewhat when the authors deal with the Cultural Revolution, but it is still very inadequate (p. 215 ff.).

The bibliography is of mixed value. Unimportant publications are mentioned, important ones are missing.

However, after reading this volume we have, all in all, a very positive impression. What really strikes us when we listen to discussions about the Chinese concept of development is that there seems to be little real basis of knowledge especially when economic facts are replaced by ideological faith. This book, however, can provide the reader with a really comprehensive knowledge of the economic situation. Moreover, the book is highly readable: the sentences are short, there is no strange terminology. The whole text is refreshingly clear, understandable and reasonable. It was economists who wrote the book, not ideologists! See e.g. the short remarks on the possibilities for emancipation since the Cultural Revolution, page 255.

The authors said that they would lay emphasis on the productive forces, and, they did. But perhaps they could write a second volume on the relationship between production and changes of socio-political character within Chinese society.

However, this book is highly recommendable to those who are interested in the Chinese way of development.

Werner Pfennig

Erhard Neckermann and Rudolf G. Wagner (eds.), Wer erzieht wen. Dokumente zur Revolution im Erziehungswesen der Volksrepublik China. Berlin, Oberbaumverlag, 1976, 239 pages, DM 10.80.

The editors of this collection, members of the Department of Far Eastern Studies at the Free University of Berlin, have put together a selection of Chinese documents on education in the People's Republic of China from the years 1972 to 1976. The 26 documents, translated for the most part by the editors, are arranged in four sections with valuable explanatory notes. These chapters are 1. criticism of the revisionist line in the education system, 2. elementary and secondary schools, 3. colleges and universities, and 4. the "May 7th" cadre schools, a product of the Cultural Revolution. More than a quarter of this book is devoted to two explanatory chapters in which the editors describe and interpret the development of elementary and secondary education since the establishment of the People's Republic, as well as higher education since the beginning of this century. In addition, the section on the "May 7th" cadre