

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

schools is preceded by a short introduction, composed mainly of pertinent quotation.

The long introductory chapters are indispensable to any reader not completely familiar with the way political programs develop and are carried out in China for without such an introduction the documents would be of interest only to the specialist in the field; this one serves to make many nuances in the text comprehensible and places the documents in their proper light. In particular, the editors have sought to show the effect general political considerations have on the form and content of education, considerations such as the decision to come to terms with prerevolutionary attitudes and behavioral patterns, the debate on the relationship between manual work and white-collar work, and economic decisions about whether to promote industry or agriculture: in other words, the way political education relates to occupational training; the position of mass education in relation to the provision of qualified specialists; the way local requirements are weighed against the maintenance of general standards; and efforts to prevent the development of any kind of which would lead to separate occupational roles for the non-manual worker while at the same time continuing to systematize education.

One's first impression is that the editors' style appears to be colored to a great extent by the rather rough tone employed in political campaigns in China, as is shown by the way they attack opposing views in defense of the compromises currently being propagated between mass political education on the one hand and the need for specialized training on the other. When one reads between the lines, however - which is what makes the book really interesting - quite a different picture emerges, in particular in the introduction to the chapter on elementary and secondary schools: the internal dynamics of the education system and the fact that resources are limited make it impossible to achieve a stable synthesis between the apparently opposite poles of mass political education and specialization. Instead, every few years one of these opposing objectives comes to dominate for a time, until the enormous campaigns and the changes they bring about once again force the authorities to promote a counter-movement.

In all of this, it is odd that the 70's - the only period really documented in this volume - is the one period that is most difficult to analyse in the course of the developments that have taken place since 1949. It remains to be seen whether this proves to be a period of transition on the way toward renewed emphasis on quality in education (as is suggested on p. 64), or whether political developments and the situation of education in general in China are now making it possible to embark on a course which for the first time would be free of fluctuations between the one extreme and the other.

Ulrich Teichler