

I hope that before long we see more quantitative work of this calibre in contemporary Chinese Studies.

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*The Cultural Revolution in China: An Annotated Bibliography.* By JAMES C. F. WANG. [New York & London: Garland Publishing, 1976. 246 pp. \$23.00.]

This is a bibliography of 364 articles and books written in English about the Cultural Revolution. Its aim is to provide a checklist of secondary materials for those interested in this unprecedented phenomenon. The book annotates each entry with about 150 words or so describing its contents as the bibliographer sees them; it covers the material that had come out before June 1975.

The entries are topically organized in nine chapters with a brief introduction by the bibliographer. In Chapter I, 101 works on the origin of the Cultural Revolution are described, each explaining whether the revolution originated from a power struggle, policy conflicts or ideological differences. Chapter II lumps together 42 writings on Party structure, leadership conflicts and cadre problems. Chapter III documents works dealing with the Red Guards; Chapter IV includes analyses on the role of the military; Chapter V includes works on the background and the emergence of revolutionary committees. These three chapters reveal various attempts to explain the vicissitudes of chaotic conflicts among the rising groups during the revolution. Chapter VI lists works on the impact of the revolution on the economy, and the Chapter VII on education, science and art. Chapter VIII enumerates works on foreign policy, and finally, Chapter IX works assessing the aftermath of the revolution including the Lin Piao incident and the 10th Party Congress. Added to the text are two indexes arranged according to the authors and subjects.

This bibliography renders an important service for three reasons. First, it obviously informs us about the kinds of works that have been written on the revolution. Secondly, it forces the readers to confront the state of Chinese studies by revealing the diverse ways in which the revolution has been analysed. Thirdly, it also exposes the diverging interests and predilections that the authors may have developed implicitly or explicitly towards their subjects. In short, the book can serve different purposes, depending on the interests of readers.

Describing the works of others is an intrinsically difficult and often thankless task. Some authors would, I am sure, disagree with some aspects of the annotations as Professor Wang describes. But Professor Wang did what he could, and, in so doing, he tried to be as faithful to the contents. One wishes in hindsight that he could have paid more

attention to the methods and the sources each work had used. In this regard, it is interesting to note that many works are overlapping in their contents; yet few of them has revealed new insights or analyses. This is a reminder to all of us who study China: if we want to learn from each other in the China field in a cumulative way, we had better talk more to each other even if we passionately disagree. As a reference guide, the book should be useful for anyone interested in contemporary Chinese studies.

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*Cadres, Commanders, and Commissars: The Training of the Chinese Communist Leadership, 1920–45.* By JANE L. PRICE. [Boulder, Colorado: Westview Press. Folkestone: Dawson, 1976. 226 pp. \$20.00. £12.00.]

The role of the cadre is decisive in any revolution. In the case of the Chinese Revolution, which has been characterized by a prolonged armed struggle and the radical transformation of a traditional agrarian society, this is particularly true. If the Chinese Communist Party (CCP) had not had at its disposal a multitude of military and political cadres as qualified as they were devoted, then the creation and maintenance of a partisan army, the implementation of agrarian reform, and the permanent mobilization of the masses would have proved insurmountable tasks.

Up to now, scholars of contemporary China have devoted much attention to the importance of training cadres in the CCP's long march to power. Their studies, of a general or monographical nature, deal either with a well-defined era or with the crucial role of a particular institution in a given period. What is original in Jane Price's book is that she places the subject in an historical context. Tracing the evolution of the Chinese Communist educational system for higher-level leadership cadres from the May Fourth Movement to the end of the Sino-Japanese War, she is able to convey a sense of continuity and development in the CCP's cadre policy.

Having examined in great detail the training programmes successively worked out by the institutions from whence emerged the majority of the ranking Chinese Communist cadres, both military and political (the study societies inspired by the *Hsin ch'ing-nien*, the Communist University of Toilers of the East, the Sun Yet-sen University of Moscow, the Whampoa Military Academy, the Peasant Movement Training Institute, various military and political schools of the Kiangsi and Yenan periods, etc.), Jane Price explores the relationship between the training policy of the Chinese Communist elites and the revolutionary strategy that enabled the CCP to seize power after 22