

BOOK REVIEWS

ization theory" (8–10, 11, 119–20, 122, 352), the "world systems framework" (123), "dependency theory" (296–98) and the "clash of civilizations" approach (115, 385) have influenced competing historical interpretations of U.S.-East Asian international relations and, in some cases, have shaped U.S. foreign policy. Although none of the authors tells us, the language of "dependency theory" (now repudiated by its pioneer, Andre Gunder Frank) served the purposes of Asian foreign policymakers like former President Ferdinand Edralin Marcos (1965–86) of the Philippines and was reflected in his speeches, especially during the early martial law period (1972–74). Elaborating the contending perspectives will help students appreciate the methodological and political stakes imbedded in each of these contending social scientific positions.

Pacific Passage: The Study of American-East Asian Relations on the Eve of the Twenty-First Century will engage and challenge history, political science, and Asian studies majors. ■

Vincent Kelly Pollard

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Greater China and U.S. Foreign Policy

The Choice Between Confrontation and Mutual Respect

Thomas A. Metzger and Ramon H. Myers, eds.

STANFORD: HOOVER INSTITUTION PRESS, 1996
IX + 124 PAGES

This work is a compilation of ten papers given by distinguished scholars and diplomats at a December 1994 Hoover Institution-sponsored conference. In addition to undergraduate students, high school juniors and seniors will benefit from this text if they have a background in either political science or twentieth-century Chinese history and have completed a U.S. history course. As a text, *Greater China* cannot stand alone; rather, it is an excellent supplement to a foreign policy, political science, or U.S. history textbook. Three themes recur throughout the ten essays that students and teachers should discuss, analyze, and come to conclusions on. These main ideas are: past, present, and future U.S. positions in Asia; the realpolitik policies of China's leaders; and the urgent need for a U.S.-China strategy.

First, the authors agree that the U.S. is, and will continue to be, in a difficult position in Asia. The U.S. public is not interested in policing the world to guarantee global peace: "With a U.S. public unwilling resolutely to bear this burden, 'containment' can be no more than talking loudly while carrying a small stick" (p. viii). Students who are aware of George F. Kennan's post-World War II containment strategy should compare U.S. past foreign policy with the country's future goals. But analysis of the U.S. past containment strategies will only begin the discussion. China is very different than the USSR, and containment based on "mutual respect" will be difficult given the U.S. track record in China. On the issue of containment, students will note that among the China experts there are the proverbial "hawks" and "doves."

Students will also deepen their understanding of China's intricate political system. Note, for example, the opening essay where the editors describe assumptions the book's various authors share: "Many feel that PRC leaders are shrewd, unscrupulous practitioners of realpolitik who typically posture and bully to get what they want without accommodating the interests of other nations, and that the United States should not let itself be bullied by them. We fully agree" (p. 17). Teachers can spend class sessions dissecting such assumptions. Why are PRC leaders shrewd, unscrupulous . . . ? Does it have something to do with traditional Chinese politics that date back hundreds or thousands of years? Or is it a perspective brought to China by U.S. scholars and policymakers?

Finally, this work should spark interest in teachers and students because of its crisis-like message. One example of this urgency is

evidenced in a statement David M. Lampton (President of the National Committee on the U.S. and China) makes in his essay: "We have a window of opportunity of perhaps a decade or two in which to build confidence, bilateral relations, and integrative regional and global regimes" (p. 63). Teachers should stress the importance of building U.S. knowledge of China in order to avoid the coming storm. Within the context of these essays, teachers and students should read current articles or books on Sino-U.S. relations.

Greater China raises other issues that teachers and students should grapple with, e.g., human rights and China, economic pressures in Sino-U.S. trade, and Taiwan's future. These subjects are not fully covered in *Greater China*, but there is enough information given on them to facilitate class discussions, which is perhaps the most appropriate use for this book. ■

Shelton Woods

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The Confucian Continuum

Educational Modernization in Taiwan

Edited by Douglas C. Smith

NEW YORK: PRAEGER, 1991
XXII + 453 PAGES

The *Confucian Continuum* provides a fairly complete look at the system of schooling used in Taiwan. It is ideal for courses in comparative education and as a resource for teachers seeking to explain Asian approaches to study and learning. The Chinese and foreign authors of the articles are resident scholars, members of the national or provincial academic hierarchies, or people, such as the editor, with a long-term interest in Chinese education. After an integrative opening chapter, the book includes separate chapters with elementary, secondary, post-secondary, vocational, and special education. There are also chapters dealing with the preparation of teachers and with moral and civic education.

Smith's opening essay examines the historical roots of the modern system of formal education, making wide-ranging comparisons between the underlying Chinese values and those prominent in the

West. Subsequent authors likewise attempt to cover everything in their purview, e.g., a detailed accounting of facilities (number of blackboards and lavatories as well as new classrooms), curricula and goals at each level, the student-teacher ratio, and the growing numbers of students admitted to the higher levels of schooling.

One of the most important differences between American schools and those in Taiwan is the grueling preparation required to get into college. The chapter on secondary education shows how the highly competitive Joint College Entrance Examination encourages Taiwanese high school students to focus their attention on classroom lectures and to memorize everything from mathematical formulae to fine points of English grammar. High school teachers might present the content of this chapter to prompt student discussion and essays on the differences between a student's life in Taiwan and those in countries like the United States. College and university instructors could fruitfully assign this chapter in their classes. For instance, the students in a comparative education course might compare the tracking system in Taiwan, which separates "academic" students entirely from their vocational-technical peers at the end of junior high school, with approaches found in other countries.

The final chapter, "Moral and Civic Education," may provoke the most interesting student discussions, given the ongoing debate in America over values education and "political correctness." Teachers of the ninth grade and up could have their students take the "moral judgment test" in Appendix A and then compare their results with that of Taiwanese ninth graders.

Most authors begin their chapter with a post-1949 history of the subject they are presenting. For that reason, each chapter may be read separately. When the book is read in its entirety, however, this historical background becomes repetitious. Teachers using individual chapters should also be aware of some editing problems. For instance, the section on secondary teacher preparation is included in the chapter on secondary education, rather than in the chapter on teacher education. Students may find the chapter on special education confusing. Instead of beginning with a history of the subject, it starts with a three-page biography of Confucius in which no mention is made of special education. And in the middle of the chapter on vocational and technical schools, rather than in the opening chapter, is a very clear and illuminating diagram of the entire school system (p. 242).

Despite these minor defects, this book's comprehensive treatment of so much of the school system makes it an important resource, especially for those wishing to compare Asian and Western education. Of course, much has changed in Taiwan in the last few years. For instance, educational television no longer "dominates the airwaves" (p. 53) and "concern about the environment" (p. 53) rarely seems to leave the school compounds. As these changes take place, Confucian ideals come in conflict with outside pressures and create the challenges Taiwanese educators will face in the coming decade.

Monty Vierra

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