issues within Xinjiang, the challenges facing the Chinese government in implementing appropriate education policies in the region, and the ways in which Uyghurs negotiate between what is expected by the Chinese government and their own community, as well as their individual goals.

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Spotlight on China: Changes in education under China's market economy. Shibao Guo & Yan Guo (Eds.). Rotterdam, The Netherlands: Sense Publishers, 2016. 408pp. (paperback), \$43.00, ISBN: 978-946-209-879-4.

Spotlight on China: Changes in Education under China's Market Economy provides a panoramic and penetrating overview of Chinese education in a dynamic period of fundamental social change. The insightful chapters included in the volume grapple with the potholes and distractions, as well as benefits and opportunities, that the socialist market economy has generated for Chinese education. Upon finishing the volume, it is hard for any reader to avoid the conclusion that China's transformation from the centrally planned economy to the market-oriented economy has, and will continue to have, paramount implications for Chinese education, the reshaping of the school curriculum (Section I), the dynamics and politics of school teaching and private tutoring (Section II), the structural and functional changes in higher education (Section III), the employability and career prosperity of the new generation labor force (Section IV), as well as the residual and emergent educational and social inequalities (Section V). In this respect, the scope of the volume should be commended, and the publication of the volume is timely.

Throughout the book, "educational inequality" emerges as a core piece of vocabulary. Contributors have consistently debated inequalities in relation to the market economy. For example, Chapter 2 discusses the gradual infiltration of

market economy into every layer of Chinese society, including the education system. This forms a strong contextual basis for subsequent chapters. The feverish vying for educational resources largely follows the profit-based economic principle that encourages the maximisation of personal gains, individual interests, and private good through “fair play.” However, behind so-called fair play we often see gains of the advantaged group at the cost of losses for the disadvantaged group that has scant resources to participate in the competition. In this vein, neoliberalism has become a class project that favors traditionally privileged groups while further marginalizing those who are historically “othered.” In response, this volume calls for governments at various levels to take certain important decisions out of the hands of the market, because complete reliance on the discretion of the market without policy intervention can cause more inequalities and result in inevitable loss and failure for the disadvantaged.

Another important message from this volume is the growing complexity of Chinese education. In this new millennium, scientific and technological innovation, economic growth and sustainable development of the ecology, capitalism and privatization, social democratic reform and the human rights movement, the revival of traditional values and the injection of western culture, as well as urbanization and migration will continue to abound in Chinese society. The continuous morphing of social order and social shapes will further complicate the meaning and fabric of Chinese education. This complexity is evidenced in the inconsistent and contradictory contentions posed by the chapters. For example, Chapter 12 concludes that the decentralization and expansion of higher education narrows regional differences in access to, and participation in, higher education. Chapter 15 however seems to suggest otherwise.

Throughout the chapters, knowledge building straddles diverse epistemologies. On the one hand, some chapters are built on *a posteriori* justification, collecting and analyzing original or/and secondary data by research methods across the qualitative and quantitative spectra. Although quantitative analysis is predominantly descriptive in nature (e.g., frequencies, percentages, and categorizations), Chapters 15 and 16 draw on inferential statistics (e.g., regression and bivariate association) to enhance the “generalizability” of their arguments. On the other hand, some chapters are situated within the epistemology of *a priori* intuition or revelation. Major viewpoints emerge from

the marriage between logical reasoning/argumentation and critical analysis of conceptual and empirical knowledge.

Having said the above, I do believe some chapters could be strengthened, had the contributors further developed the theoretical basis of their work. In Chapter 16 for example, I was surprised that the authors used the notion of “capital” with no relation to the “field,” in this case the fields of higher education and the labor market. I also wonder whether it is appropriate to use the notion of “agency” in its own right, without debating the tensions between agency and structure. In addition, I consider Bourdieu to be very weak in theorizing gender. It is exciting to read the authors’ attempt to extend Bourdieu’s sociology but the Bourdieusian analysis of gender warrants more justification.

In summary, *Spotlight on China: Changes in Education under China’s Market Economy* is contextually rich, practically insightful, and conceptually thought-provoking. Given these attributes, I do not hesitate to recommend this work to scholars of education, school professionals, and policy makers in China and elsewhere. The volume may also benefit readers, such as postgraduate students, who intend to formulate a panoptic understanding of Chinese education against the backdrop of the market economy.

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The Chinese continuum of self-cultivation: A Confucian-Deweyan learning model. Christine A. Hale. Newcastle upon Tyne, England: Cambridge Scholars Publishing, 2016. 160pp. (hardcover), £41.99, ISBN: 1-443-885-258.

Hale’s book *The Chinese Continuum of Self-Cultivation: A Confucian-Deweyan Learning Model* provides a very promising perspective to meet the challenge of the prevailing ideology of exclusive egoism, anthropocentrism, and rival competitive individualism in today’s globalized world. This book is a timely