

any other religious community, neither China, nor the Chinese Muslim community, constitute homogeneous entities.

Her book offers a comprehensive overview of the emergence, history, and present status of Islam in China. Despite its complex subject matter, the volume presents the diverse aspects of the interactions and confluence between Islamic and Chinese traditions in an easy-to-follow, yet thorough manner. The book contains over forty color photographs that offer an intriguing immediacy to the issues discussed, as well as a map that indicates the extraordinary scale of the interpretation undertaken by Hollian-Elliott. Together with a detailed list of further reading and Internet resources, this volume is likely to provoke the curiosity of students, while assisting teachers in making comprehensible the diversity of both China and the Chinese Muslim communities.

In this respect, Hollian-Elliott has produced a comprehensive, accessible, and up-to-date reference book on Islam in China. It is expected that her effort will benefit both students and teachers at the secondary school level. At the same time, her book is not only an invaluable source of knowledge about the different Chinese Muslim groups, but it also offers an original glimpse at some facets that make Asia such a fascinating area of the world. Hollian-Elliott's book, therefore, seems to reiterate that one of the objectives of the education process is to help students develop critical skills that will assist them in becoming responsible citizens. Knowing about the "outside world" is a key to that project. ■

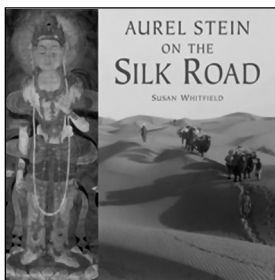
**EMILIAN KAVALSKI** is the Izaak Walton Killam Postdoctoral Fellow at the Department of Political Science, University of Alberta and the incoming Andrew Mellon Fellow at the American Institute for Indian Studies. He is the author of *Extending the European Security Community: Constructing Peace in the Balkans* (Tauris, 2007). His research focuses on the security governance of complexity and the interactions between China, India, and the European Union in Central Asia.

## Aurel Stein on the Silk Road

BY SUSAN WHITFIELD

CHICAGO: SERINDIA PUBLICATIONS, 2004  
143 PAGES, ISBN 10: 1-932476-11-3, HARDBACK

REVIEWED BY ROBERT W. FOSTER



**D**r. Susan Whitfield has a number of publications dealing with the Silk Road. *Aurel Stein on the Silk Road* is an enjoyable, light introduction to one of the leading figures in the development of Silk Road studies during the early twentieth century. Dr. Whitfield's clear prose is injected with moments of dry humor, such as the chapter entitled, "The Cook, The Thief, His Dog, But No Lover," which encapsulates Stein's difficulties finding a decent chef, his encounter with a prolific forger, his love for his dogs (all named Dash), and his confirmed bachelorhood.

The 143-page book reads quickly and does not provide detailed information or scholarly analysis of Stein's life and work in Central Asia, but this does not seem to be Dr. Whitfield's intention. The book is an entertaining entry to Silk Road lore via the life of one of the area's early Western explorers. The author tends to focus on "human interest" vignettes, rather than Stein's archaeology; this choice brings to life the expeditions that are recounted in far greater and drier detail in Stein's own works. However, Dr. Whitfield does touch upon the major issues related to Stein's work: British imperialism, the Great Game, the ethical debate regarding removing cultural objects from China for permanent possession in European, American, and Japanese museums, and how Stein's work greatly expanded our understanding of the history, cultures, and religions of Central Asia.

The real strength of the book is Dr. Whitfield's meshing of text with ninety-nine images that range from clear photographs of Silk Road Buddhist artwork, to sections of Stein's hand-drawn maps, to photographs of Stein and the people with whom he interacted. The book contains a useful bibliography and suggested readings for those who would like to delve deeper. As such, the book is a useful introduction to the Silk Road and related issues. It is suitable for high school world history classes, but on its own is probably not suitable for collegiate work. It could be used to develop topics for further research using the suggested readings, or in conjunction with the immensely rich International Dunhuang Project Web site at <http://idp.bl.uk>, of which Dr. Whitfield is director. ■

**ROBERT W. FOSTER** is an Associate Professor of History and Coordinator of Asian Studies at Berea College, where he teaches courses on East Asian History, including a seminar on the Silk Road, inspired, in part, by reading Aurel Stein's, *Ruins of Desert Cathay* as an undergraduate.

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