

cultural policies. In view of the growing role of subsidies in farm income, a comparison with West Germany would have been illuminating.

The author has included an extensive bibliography on the subject.

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EDUCATION IN EAST GERMANY (THE GERMAN DEMOCRATIC REPUBLIC). By *Mina J. Moore-Rinvoluceri*. World Education Series. Newton Abbot, Devon, England: David & Charles. Hamden, Conn.: Archon Books, 1973. 141 pp. \$8.00. £2.95.

It was not so very long ago that specialists on East Germany, impressed by the importance but depressed by scholarly neglect of the German Democratic Republic, were tempted to welcome any publication on that country as a sign of overdue but awakening interest. Although that situation is now changing rapidly, neglect still obtains with respect to East German education. Despite the relative accessibility of educational data and the undeniable centrality of education in socialist countries, the educational system of the German Democratic Republic remains *terra incognita* in American scholarship. The circumstance is all the more reason to weep rather than rejoice when the subject is handled inadequately, as it is in the volume under review.

The uninitiated reader of this book would never guess that an educational system reveals vital clues about the parent society's allocation of resources, that educational practices indicate the kinds of adult citizens needed and sought for in a society, or that educational policies and their efficacy disclose many of the tensions as well as the accomplishments characteristic of a particular social order. Instead we have a primer, a cursory survey of an institutional pattern and its inner workings restated largely in the rhetoric of the official claims made for it.

The author's apparently extensive acquaintance with East German schools supplies a redeeming feature, for actual classroom observations are not readily found in the literature. Also, the author's concern with teacher training makes that chapter one of the meatier of the book. But since there is no discernible critical standpoint against which to measure these personal observations, justice is done neither to the subject nor to our curiosity about it. Analysis of strengths and weaknesses gives way to euphoria, and we are left wondering how much of this is valuable observation and how much merely an echo of wishful official proclamation. Education in the German Democratic Republic contains too much that is serious and genuinely innovative (though the gulf between goals and realizations is wide) for anyone to rest content with the simplifications of this sketch.

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