

THE ECONOMICS OF EDUCATION IN THE U.S.S.R. Edited and translated by *Harold J. Noah*. New York, Washington, and London: Frederick A. Praeger, 1969. xxii, 227 pp. \$16.50.

This volume is a translation of most of the papers read at a 1964 conference on the economics of education. The papers deal with operational aspects of educational policy, though some references are made to earlier studies on the economic benefits of education. The Russian title, *Aktual'nye voprosy ekonomiki narodnogo obrazovaniia*, is therefore more appropriate to the central focus of the book. The English title perhaps better reflects Professor Noah's introductory note, which recapitulates the history of thought concerning the economics of education in both the tsarist and Soviet eras.

The agenda of the conference was divided into three topics: (1) general problems of the economics of education, (2) the impact of education on labor productivity, and (3) specific examples of educational planning. The division is somewhat arbitrary, for there is a good deal of overlapping among the three panels.

The authors of the papers are largely involved in the pragmatic aspects of educational economics and therefore rely on existing research on the broad relation between education and economic growth and factor productivity. Many of them cite the pioneering estimates of Strumilin. Some of the more perceptive contributors (Zhiltsov, Kaplan, and Mikulich), through the use of partial correlation techniques, qualify Strumilin's simplified relationships between educational attainment and productivity by stratifying them according to levels of experience.

Some interesting light is shed (by Komarov and Samoilova) on the economic consequences of the post-1958 policy of increasing the proportion of university students enrolled on a part-time basis. The completion rate for such students was only a fourth of what it was for full-time enrollees, and the economic cost was as high because of the higher drop-out rate. The long-term consequences of Khrushchev's decision to sacrifice expansion of educational opportunities to achieve short-term increases in industrial employment are thereby made apparent.

The misallocation of educational resources is highlighted by Komarov, who finds that compared with employment in United States and French industry, engineers in the USSR comprise a much larger share of the total employment and clerical personnel make up a correspondingly lower share. This apparent waste of high-priced talent results from the assignment of engineers to administrative tasks below their skills and from the practice of classifying as engineers persons who do not have adequate formal training in the profession.

Additional insights may be found by students of educational administration in the articles on narrower operational problems. The volume should prove most useful to the reader intent on understanding how education fits into general Soviet economic planning.

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TEACHER EDUCATION IN A COMMUNIST STATE: POLAND, 1956–1961. By *Gusta Singer*. New York: Bookman Associates, 1965. 282 pp. \$6.00.

Other than a few pamphlets and brochures, some of them published by government and government-controlled agencies in the United States and Poland, there has been little written in English on education in Poland, especially since World War II.