

reformers once they have wrestled political power from the orthodox ruling elite.

Naturally enough, Selucky is somewhat biased in his comparative assessment of other reform blueprints. Thus his argument that the Hungarian new economic model is a purely technocratic reform, based on a tacit acceptance of the principle of limited sovereignty, is—to say the least—debatable. Quite obviously too, Selucky is far more conversant with the East German reforms than those in Poland (especially the reform proposals of 1964/65 and the new model evolved after 1968). But these are minor weak spots in an otherwise valuable and interesting book, which no serious student of East European affairs can afford to miss.

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JAHRBUCH DER WIRTSCHAFT OSTEUROPAS. YEARBOOK OF EAST-EUROPEAN ECONOMICS, vol. 1. Edited by *Hans Raupach, Eberhard Fels*, and *Erik Boettcher*. Veröffentlichung des Osteuropa-Instituts München. Munich and Vienna: Günter Olzog Verlag, 1970. 506 pp. DM 110.

JAHRBUCH DER WIRTSCHAFT OSTEUROPAS. YEARBOOK OF EAST-EUROPEAN ECONOMICS, vol. 2. Edited by *Hans Raupach, Edward Ames, Erik Boettcher, Eberhard Fels, Hans-Werner Gottinger, T. O. M. Kronsjö*, and *Alfred Zauberaman*. Veröffentlichung des Osteuropa-Instituts München. Munich and Vienna: Günter Olzog Verlag, 1971. 556 pp. DM 110.

The growing body of literature on economic planning is enhanced by the appearance of the first two volumes of this yearbook, sponsored by the Osteuropa Institute in Munich. My purpose here is strictly to call attention to the publication rather than to scrutinize the many and varied contributions. They range widely in subject matter, scope, and depth of coverage and quality. Both yearbooks are subdivided into three parts: theory of planning, application of economic policy, and valuable statistical information drawing not only on the Institute's own resources but also on information from the GDR and other East European industrial countries.

The editors should be commended for their stress on analytical methods and techniques of planning. Moreover, the stress on comparative economic planning and policy extends the very scope of the traditional approach to Soviet-type (East European) economics. Although I applaud the opinion expressed that "fruitful study of these economies should *also* include analysis of the theoretical structure of a planned economy (without reference to prevailing institutional features and characteristics), or what we may formulate as a *methodological research on economic planning*," certain reservations may be raised on the question whether a general theory of planning, independent of the institutional framework of a social system and its working arrangements for resource allocation, is conducive to understanding economic realities. The preinstitutional approach to the theory of economic growth has proved to have distinct limitations, because the institutional framework of a system is basic to its economic dynamics and, therefore, to the theory of growth (planning) relevant to that system. This raises another problem. In my view, the worthy approach taken will be even more beneficial if problems of theory and practice of planning should be related and integrated with growth processes.

If practicable, it might be a good idea to arrange for each yearbook to explore

a particular subject (or subjects) in greater depth, rather than to have many papers on such a wide variety of topics. Ideally it would be preferable to integrate theory and policy approaches. While I sympathize with the editors' attempts, they might further promote compartmentalization and fragmentation of the subject.

These first two volumes are a good start, and I wish the enterprise every success.

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VORSCHULERZIEHUNG UND SCHULVORBEREITUNG IN DER DDR.
By *Hartmut Vogt*. Cologne: Verlag Wissenschaft und Politik, 1972. 264 pp.
DM 28.

The best informed accounts of educational developments in East Germany (DDR) continue to be written by West German observers. This study, prepared by Professor Vogt at the new University of Dortmund, submits East German preschool education to close and often minute examination. Until quite recently, this particular sector of national educational systems was rarely singled out for special study. But as early learning experiences came to be regarded nearly everywhere as decisive for later school success and personality development, the organization of stimulative preschool environments acquired strategic importance for educational policy and planning. This is particularly true in a socialist society whose official pedagogy holds that *all* behavior is learned (genetic and maturational factors being subordinate) and where educational planners dispose over powers and instruments to control all learning for the purpose of forming useful, stabilizing members of the state.

The book describes the various institutions and programs, reviews the extensive literature produced by East German curriculum planners and psychologists, and provides appropriate comparisons with the work of foreigners, some of whom, like Piaget and Makarenko, have had a measure of influence on East German theory. Though there currently exists some recognition that the kindergarten should foster all-round development and allow more time for play, the learning activities or *Beschäftigungen* that prepare children cognitively and emotionally for the cumulative demands of the socialist school continue to predominate. The preschool curriculum includes the native language, elements of quantitative thinking, an introduction to social life and nature, and art, music, and gymnastics. Each of these subjects is again broken down into well-defined components to which specific learning objectives are assigned, and detailed guidelines instruct the teaching personnel how to develop the proper capacities and skills. One may admire the thoroughness with which these programs have been constructed and yet feel that the principle of educational accountability has here been carried too far. All learning activities are required to demonstrate their relevance by making identifiable contributions to the realization of the ideal socialist personality. Yet traits like class-consciousness, endurance, goal-directedness, and the determination to surmount difficulties are general and thus defy the constrictions of an excessively detailed "taxonomy of educational objectives." The author exposes such incongruities without lapsing into ideological polemics. Nor, since they are being recognized by East German theorists themselves, does he have to.

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