

patronage of Hitler. For this they were locked up by the Gestapo" (p. 53). It is astonishing that such a fabrication could not only appear in the original German edition of Dr. Daim's book (1967) but also remains in this 1970 English edition, evidently undetected by reviewers of the original version.

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SOCIETY, SCHOOLS AND PROGRESS IN EASTERN EUROPE. By *Nigel Grant*. Oxford, London, New York, Toronto: Pergamon Press, 1969. xxvi, 363 pp. \$7.00, paper.

This book is divided into two equal parts, each containing eight chapters. In the first part three chapters are devoted to discussion of the social, political, and historical background of Eastern Europe, and another one to the Marxist theory of education and Soviet educational practice. The remaining chapters in the first part deal with the common characteristics, aims, structure, and control of Communist education in Eastern Europe. The second part discusses the curriculum, structure, and to some extent the overall development of the national systems of education in Poland, East Germany, Czechoslovakia, Hungary, Rumania, Yugoslavia, Bulgaria, and Albania from their prewar antecedents to the mid-1960s.

On the average, only twenty-two pages are devoted to each individual educational system. Albania gets the least (five pages) and Yugoslavia the most (thirty-one pages), followed by East Germany (twenty-nine pages), Poland (twenty-eight pages), and so on to Bulgaria (fourteen pages). Within these already slender chapters, the author again gives considerable space to the discussion of the historical and political background before turning to educational matters. The sociopolitical and historical background materials, though competently written, do not add anything new to our understanding of Eastern Europe, but leave little room for the presentation and analysis of the relatively unknown and unexplored topic of East European education. The author fails to develop and demonstrate in a systematic and concrete manner his major contention that the postwar development of education in Eastern Europe has been moving away from the Soviet Russian model toward increasingly greater differentiation determined by the national traditions, needs, and aspirations of each country. Like much of the existing literature dealing with the Soviet schools and education, this volume is concerned almost exclusively with the professed goals and intentions, organization and structure, controls and curriculum, and so forth, of the Communist education in Eastern Europe, but says next to nothing about the actual practice and results of such education. An odd factual error exists here and there. For example, on page 85 the author observes that Latin is not taught in the Soviet schools. Latin actually was taught in the *gimnazijos* in Lithuania until the late 1940s, and was again introduced to the "humanistic" secondary schools of Lithuania in 1965 after an unsuccessful attempt to reintroduce the subject a few years earlier.

My critical remarks notwithstanding, Grant's book will provide a reasonably good introductory text, and to some extent even a reference source. It contains over forty tables of contemporary courses of study, diagrams of national school systems, and an extensive glossary.

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