

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.

Hence the publication of Gusta Singer's doctoral thesis (completed at the University of Pittsburgh) was a welcome event in circles interested in comparative education and the history of education. It is all the more significant that the first English work of any length on Polish education should deal with the basic issue of teacher education.

After briefly describing the Polish educational system, the author provides the historical context of teacher education during 1918–56. Then follows a detailed treatment of the organization and curriculum of teacher education and of the impact of the 1961 reform on the development of teacher training, with special stress on the role of the Polish United Workers' Party. The book ends with the year 1961, when "people could speak more freely after many years of fear and anxiety" (p. 192). A study of teacher preparation during the 1960s would be interesting by way of contrast.

No effort was made to compare the Polish system of teacher education with that of a non-Communist country. According to Dr. Singer, the underlying political forces are too diverse. It would have been pertinent to make some comparisons with one of the other Communist countries, perhaps Czechoslovakia or even Yugoslavia. In any event, the author was concerned with another approach to comparative education: the discovery of the basic forces that "influence and mold" Polish teacher education. This she has done with abundant documentation from Polish sources.

Also useful are the numerous charts and statistical tables, as is the thirty-page bibliography. It is a wonder that there are only a few misprints in the Polish.

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SOVIET PERSPECTIVES ON AFRICAN SOCIALISM. By *Arthur Jay Klinghoffer*. Rutherford, Madison, and Teaneck: Fairleigh Dickinson University Press, 1969. 276 pp. \$8.00.

"Socialism" has become almost a magic word in the new countries of Africa, synonymous with development. Naturally the Soviet Union, which considers itself the "first" among socialist states, glories in the wide popularity of socialism in the underdeveloped world. But at the same time the USSR is well aware that what the Africans call socialism often has little relationship to what Soviet writers call "scientific socialism" of Marxism-Leninism, and that some of it is even hostile to Soviet interests. This small volume by Professor Klinghoffer of Fairleigh Dickinson University is a study in detail of the Soviet attitude toward the various strains of African socialism and Soviet politicians and scholars' interpretation of developments in Africa from 1955 to 1964. The guide points for the Soviet line on Africa were set by Khrushchev, who was actively interested in that area, supplemented with an occasional article in *Kommunist*, the official journal of the party. It was left primarily to Ivan Potekhin and his African Institute, which was founded in 1959 and affiliated with the Soviet Academy of Science, to justify and explain Khrushchev's pronouncements in the light of Marxism-Leninism and to adapt them to African developments. It was Potekhin who largely dictated Soviet scholarship on Africa.

Klinghoffer chose to analyze Soviet views according to the traditional subjects of Communist ideology: roads to socialism, the proletariat, the national bourgeoisie,