

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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