

Under no circumstances could Katz have had a pretty story to tell, but two features make it especially painful to read. First, there was the disunity among the Jews. In the Bialystok ghetto, for example, although all agreed that they must combine forces against the Germans, no agreement on strategy was attained. Communists and Bundists urged the need to leave the ghetto and join forces with the Partisans in the nearby forests. The Zionists, on the other hand, argued in favor of making a concerted stand within the ghetto itself. Second, there was the evidence of collaboration between certain Polish elements and the Germans in implementing anti-Jewish policies. Through charge and countercharge Katz moves with compelling authority. This is a short book, but it embodies a wealth of material and makes a really useful contribution to both Polish and Jewish wartime history.

Hirschmann is a man with a good heart, but his diplomatic assessment is sometimes naïve; or perhaps it would be more accurate to say that he fails to do himself justice because he has endeavored to cram too much into a short book. Whatever the cause, this volume is little more than a brisk trot, headline after headline, through the familiar story of Russian involvement in the Middle East during the postwar period. The Soviet Union, says the author, has in different ways exploited every weakness of Israel, the United States, and the Arab nations in order to establish itself as a Middle East power. The answer must be a firm declaration by the United States: "Thus far and no farther." It may be that the author has a story to tell, but all he succeeds in presenting here is instant history.

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EDUCATION AND MODERNIZATION IN THE USSR. By *Seymour M. Rosen*. Reading, Mass.: Addison-Wesley, 1971. xviii, 234 pp. \$2.95, paper.

LENIN'S GRANDCHILDREN: PRESCHOOL EDUCATION IN THE SOVIET UNION. By *Kitty D. Weaver*. Photographs by *Henry Weaver*. New York: Simon and Schuster, 1971. 254 pp. \$7.50.

The process by which Soviet citizens are prepared through education to assume their places in society is the common denominator of these books. In other respects they differ markedly in purpose, scope, and methodology.

Seymour M. Rosen is a Soviet and East European comparative education specialist for the U.S. Department of Health, Education, and Welfare. His book focuses on the relation between education and modernization in the USSR, and purports to help bridge the gap between early works on tsarist educational policies (Nicholas Hans, W. H. E. Johnson, and D. B. Leary) and "the surveys of the post-Sputnik period" (Nicholas DeWitt and Nigel Grant), and to serve the needs of graduate or senior undergraduate students of Soviet education (p. xii).

According to Rosen, education did not "cause" modernization in Russia but did contribute to and reinforce that process (p. 165). The author discusses the techniques used by Soviet agencies of education to direct manpower into those professions and vocations required for planned modernization. These techniques include admissions controls, annual quotas of specialists, coded educational specialties, and governmental priorities for specified research and teacher training. He also indicates weaknesses in the system: inflexibility resulting from a too rigid standardization of the curriculum; differences in the quality of full-time education, work-study

programs, and correspondence courses; problematic secondary education (pp. 64–79); and the time lag between the demands for new industrial techniques and the adaptation of curricula to meet those demands (p. 91).

This book does not, however, successfully bridge the gap between earlier works on tsarist education and recent studies on Soviet education. Moreover, one-third of the book consists of tables, lists, and charts that are not related adequately to the text. Some tables are mislabeled (pp. 7, 9, 65); others are given numbers that do not correspond to the text (pp. 159, 161, 185, 197, 201). The writing is broken up by long lists of governmental ministries, population data by republic, and nineteenth-century educators. In view of the author's own warnings regarding the pitfalls in comparing Soviet and U.S. statistics (pp. 158–63), the vast number of unintegrated charts, maps, and tables in the appendixes (pp. 181–224) may confuse those he is seeking to enlighten.

Kitty D. Weaver has undertaken the more limited task of explaining the nature of the Soviet system of nursery schools and kindergartens. Mrs. Weaver became interested in the Soviet preschool as a result of her firsthand observation of Lenin-grad toddlers in 1963. Subsequently she made three additional trips to the Soviet Union, visiting eleven of the Soviet republics and observing, by her own estimate, about two thousand children under seven years of age. The author is well versed in socialist pedagogical theory; she is as conversant with the theories of Krupskaja, A. S. Makarenko, and N. A. Vetlugina as she is with those of Maria Montessori, Jean Piaget, and Benjamin Spock. Mrs. Weaver has a good eye for significant detail. The book also contains forty-eight photographs, taken by her husband, which are skillfully integrated with the text.

Though Mrs. Weaver has no children of her own, she has, at sixty, a grandmotherly passion for the subject of her book. A self-admitted enthusiast (p. 22), she is sometimes carried away by her admiration for Russians and for the Soviet preschool system, and the book is somewhat repetitive on those points that deeply impressed her (for example, the good posture of all preschoolers and the orderly seating arrangements). Moreover, the book contains erroneous and awkward translations and numerous inconsistent transliterations. But these are minor annoyances for the reader to suffer in return for a lively account of how the Soviet preschool actually works.

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A RUSSIAN-CHINESE-ENGLISH GLOSSARY OF EDUCATION. Translated by C. T. Hu and Beatrice Beach. Publications of the Center for Education in Asia, Institute of International Studies, Teachers College, Columbia University. New York: Teachers College Press, 1970. x, 117 pp. \$6.95, cloth. \$4.50, paper.

C. T. Hu, director of the Center for Education in Asia at Columbia University, has reissued the *Glossary of Pedagogical Terms in Russian and Chinese* (Peking: People's Education Publishing House, 1955) with two significant additions: a glossary of English equivalents for the Chinese and Russian terms, and an introductory essay surveying Sino-Soviet collaboration in education in the early 1950s. Professor Hu's aim is to make readily available "a highly useful research tool" for the study of that phase of Chinese education. The value of his *Glossary* is based on