

in Ludz's foreword, that by combining quantitative measurement with substantive considerations Herspring avoids the pitfalls of abstract modeling, his monograph strikes this reviewer as an altogether mechanical exercise. No one will dispute the basic findings; namely, that both the level of military technology and the degree of political control have increased over time, so that today the East German military is staffed by cadres who are both "red" and "expert" and thus may be said to constitute "dual executives." Some readers will undoubtedly find the elaborate scoring and correlation of indicators to their taste. But far greater light would have been shed on the extremely significant phenomenon of the fusion of political capacities with technological capabilities through an analysis of such factors as the sociological background of East German military elites, their career patterns, the integration of the German Democratic Republic's armed forces with Soviet forces stationed in Germany and so forth. An entire range of considerations either receive short shrift or else are neglected entirely in this methodologically rigid treatment.

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**DIE AGRARPREISPOLITIK DER DDR: ZIELE, MITTEL, WIRKUNGEN.**

By *Theodor Berthold*. Osteuropastudien der Hochschulen des Landes Hessen, Series 1. Giessener Abhandlungen zur Agrar- und Wirtschaftsforschung des europäischen Ostens, vol. 53. Berlin: Im Kommission bei Duncker & Humblot, 1972. 295 pp. Illus. DM 45, paper.

Agricultural price policy was assigned a key role in the socialization of agriculture in Eastern Europe. With the virtual completion of this process during the early 1960s (Poland excepted), agricultural policy-makers have sought to transform their price structures by giving them a more solid economic basis. This transformation has not been an easy one, as Mr. Berthold amply documents in the case of the German Democratic Republic. His study is organized in five sections: theoretical framework, historical overview, price policy by commodity, agricultural prices relative to prices for farm inputs and retail food prices, and critical evaluation.

During the period of collectivization, agricultural prices were differentiated by type and size of farm by means of obligatory quotas with relatively low prices and much higher (often two and three times higher) prices for above-quota deliveries. This differentiation, which favored the collectives over private farms, was extended to apply to the quotas themselves, prices paid for farm inputs, geographic location, and even to relative economic performance within the collective sector. The two-price system was abolished in the German Democratic Republic in stages—from 1962 to 1964 for most crops and ended in 1969 for livestock products as well.

The author has done an excellent job in documenting the many changes in agricultural price policy for the period up to 1970. He does not, however, attempt to analyze the impact price policy had on resource allocation within the agricultural sector or (particularly for labor) between agriculture and other sectors of the economy. The current agricultural price system, which embodies uniform purchase prices together with extensive subsidies, is designed primarily to offset the effect of differential land rents on farm incomes, rather than as a guide to resource allocation. Nor is there much discussion of how price policy relates to other agri-

cultural policies. In view of the growing role of subsidies in farm income, a comparison with West Germany would have been illuminating.

The author has included an extensive bibliography on the subject.

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EDUCATION IN EAST GERMANY (THE GERMAN DEMOCRATIC REPUBLIC). By *Mina J. Moore-Rivoluceri*. World Education Series. Newton Abbot, Devon, England: David & Charles. Hamden, Conn.: Archon Books, 1973. 141 pp. \$8.00. £2.95.

It was not so very long ago that specialists on East Germany, impressed by the importance but depressed by scholarly neglect of the German Democratic Republic, were tempted to welcome any publication on that country as a sign of overdue but awakening interest. Although that situation is now changing rapidly, neglect still obtains with respect to East German education. Despite the relative accessibility of educational data and the undeniable centrality of education in socialist countries, the educational system of the German Democratic Republic remains *terra incognita* in American scholarship. The circumstance is all the more reason to weep rather than rejoice when the subject is handled inadequately, as it is in the volume under review.

The uninitiated reader of this book would never guess that an educational system reveals vital clues about the parent society's allocation of resources, that educational practices indicate the kinds of adult citizens needed and sought for in a society, or that educational policies and their efficacy disclose many of the tensions as well as the accomplishments characteristic of a particular social order. Instead we have a primer, a cursory survey of an institutional pattern and its inner workings restated largely in the rhetoric of the official claims made for it.

The author's apparently extensive acquaintance with East German schools supplies a redeeming feature, for actual classroom observations are not readily found in the literature. Also, the author's concern with teacher training makes that chapter one of the meatier of the book. But since there is no discernible critical standpoint against which to measure these personal observations, justice is done neither to the subject nor to our curiosity about it. Analysis of strengths and weaknesses gives way to euphoria, and we are left wondering how much of this is valuable observation and how much merely an echo of wishful official proclamation. Education in the German Democratic Republic contains too much that is serious and genuinely innovative (though the gulf between goals and realizations is wide) for anyone to rest content with the simplifications of this sketch.

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