

THE MOSCOW CITY REGION. By *F. E. Ian Hamilton*. Preface by *D. I. Scargill*. Problem Regions of Europe series. London: Oxford University Press, 1976. 48 pp. Tables. Figures. Photographs. \$3.50, paper.

The Moscow City Region is a recent addition to the Problem Regions of Europe series (general editor, D. I. Scargill) issued by Oxford University Press. Like other volumes in the series, it is short, competent, and written for an educated but not necessarily professional audience. The definition of the subject region ("it approximates to the . . . *Tsentral'nyi Raion*" and "comprises twelve . . . oblasts") is followed by chapters on historical development, the physical structure and functional areas of the Moscow metropolitan region, the growth of the city and the administrative structure that has ineffectually guided that growth, and, finally, by a review of the achievements of the Moscow plan of 1935 and of the objectives of the developmental plan of 1971.

The general series to which this volume belongs has imposed upon Hamilton an awkward search for "problems," many of which—pollution, food supplies, energy, housing—are not unique to Moscow but are shared by major metropolises elsewhere in the Soviet Union and the world. Primary emphasis is placed upon the physical and functional structure of expanding Moscow proper and the discussion, with its accompanying maps and statistical data, provides summary information of interest to one who is unacquainted with the city. Hamilton weakens an otherwise admirably succinct and factual presentation, however, by an overlong (seven-page) discussion of "Moscow 2000," treating, in Soviet fashion, plans as accomplishments.

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CONTEMPORARY EDUCATION AND MORAL UPBRINGING IN THE SOVIET UNION. By *Abraham A. Kreuzler*. Ann Arbor: University Microfilms International, 1976. viii, 243 pp. \$14.50.

This book consists of two parts: the first (pp. 3–78) deals with the structure and general features of the Soviet educational system; the second and larger part deals with the main aspects of *vospitanie*. (The author somewhat restrictively translates this term as "moral upbringing" though in Russian the latter is rendered as *nравствен-ное воспитание*.) The focus of the book is on the political and ideological aims and contents of the different forms of education, such as collective education within schools and youth organizations. Unfortunately, the author does not make use of the growing amount of Soviet research on the socialization of youth which would have permitted a more realistic picture of youth behavior than references to the educational program alone. His description of several Soviet model schools based on the principles of Makarenko, or inspired by similar rules, is an interesting illustration, but is of limited analytical value. The current discussion among teachers, parents, and officials of the complicated matter of moral education, together with the growing evidence of non-conformity, seems to challenge the author's main assumption, namely, the successful socialization of young people by means of political education. Consequently, Kreuzler's book is only a first step toward a comprehensive analysis of contemporary ideological education within Soviet society.

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