economies, which allocate rewards evenly throughout all social levels, are notorious. Parkin (*Class Inequality and Political Order*, Praeger, 1971) has noted that as Eastern European countries have responded to these inefficiencies by adopting incentive strategies, they have experienced a clearly discernible pattern of increasing inequality. But more injurious to Harris's thesis, because it directly challenges his "test", is the record of Communist regimes in transforming the reward structure of former capitalist societies. As Parkin notes, wherever Communist Parties have come to power they have established a unitary political system in which the former bourgeoisie has been denied rights to oppose social change, and citizens have been subjected to gross abuses of constitutional rights. It is not at all clear that political conditions for protecting the rights of all interest groups can be maintained together with economic egalitarianism within a socialist system. A recent analysis of Soviet policy suggests that the ideological framework of socialism may deprive individuals of some minority groups from having equal rights to education under Communist regimes (see my "Ideological Factors in Soviet Educational Policy toward Jews," *Education and Urban Society*, February 1978). Until Harris and other Marxist scholars can show that the test for acceptance of a theoretical framework is not one-sided, their view of capitalist education will appear normative at best.

Despite its deficiencies, however, *Education and Knowledge* is a valuable addition to the Marxist literature and should not be overlooked by anyone wanting to follow the current controversy between Marxists and functionalists over the effects of education.

Errata

In Volume 4, Number 2 of *Qualitative Sociology* the following corrections should be made to the book review by Rob Faulkner and Anne Shlay of *Fieldwork Experience: Qualitative Approaches to Social Research*:
p. 174, paragraph 5 should read:

Affect as well as tasks and troubles would have a central place in descriptions of social settings; personal points of view would be coupled with claims about the "reality" of the setting and the people whose collective actions constitute its structure.

p. 175, paragraph 5, line 3 should read:

...takes on the latter and knowingly discards the "myths"...

p. 176, paragraph 2:

Delete the final word, introduce.