Dr. Jorg Muth's *Command Culture*, presents a powerful and provocative argument that compares and contrasts the German and American systems of officer selection, education, and promotion from 1901 to World War II. Dr. Muth explores the paradox of how the closed authoritarian German society of the early 20th century maintained an officer education system that incentivized dynamic and creative thinking and stressed the importance of individual initiative. In stark contrast, Muth explores how the more liberal and democratic American society produced a military education system characterized by a rigidity of thinking beholden to obsolescent concepts, and actively suppressed initiative in deference to the dogmatic "school solution." Based on his 2010 doctoral dissertation, Muth's *Command Culture* is exceptionally well researched and offers a harsh criticism of the early 20th century American method of professional military officer development.

*Command Culture* is listed on the Commandant's Professional Reading List for the Intermediate Level: Gunnery Sergeant, Master Sergeant, First Sergeant, Chief Warrant Officer-4, Chief Warrant Officer-5, Major, and Lieutenant Colonel. Muth offers a blunt and unflattering assessment of early 20th century U.S. officer development. While the scope of the research and the discussion in the book is limited to U.S. Army training institutions, there are many parallels that the USMC audience may draw to the current state of officer procurement, training, and professional development.

Dr. Muth presents an excellent and well documented comparison and contrasting of two distinct military cultures. The conceptualization of "command culture" embodies how an officer understands command and, more importantly, how that officer considers himself to be in command. Muth shows the American and German military acculturation process through the lens of their respective professional military education systems. While he presents a rather unflattering view of an education system that arguably produced America's greatest generation of military leaders, he offers solid insight into the value of inculcating critical thinking and constructive dissent into the training and education of the officer corps, while damning the counterproductive practice of hazing, and any blind adherence to the patented school solution.