This bibliography constitutes a guide to selected reference materials published in English on education in the USSR. The 347 entries, which are indexed alphabetically according to subject categories and cross-referenced, cover the period from 1965 through 1973. Some of the areas stressed are bilingual education, career education, early childhood education, and education for the handicapped. There are listings for every aspect of education in Russia, however, and for many topics related to education. Entries deal with types of schools and academies and types and levels of education ranging from pre-school through university and vocational. Other topics include curriculum and educational planning, research, development and policy. Publications concerning administration, methods and media, libraries and extra-curricular activities are also listed. (CKL)
Education in the U.S.S.R.

### SOME RECENT OE PUBLICATIONS ON INTERNATIONAL EDUCATION*

#### INTERNATIONAL STUDIES IN THE UNITED STATES

- **Foreign Curriculum Consultants in Action**  
  1971. 56 pp. $0.95. OE 14159.
- **The Dynamics of Interinstitutional Cooperation in International Education**  
  1971. 64 pp. $0.90. OE 14160.
- **Asian Studies in American Secondary Education**  
  1972. 119 pp. $1.60. OE 14162.

#### EDUCATION SYSTEMS IN OTHER COUNTRIES

- **The Educational Revolution in China**  
  1973. 52 pp. $0.65. OE 73-19102.
- **A French Approach to Career Education**  
- **Education in Romania: A Decade of Change**  
  1972. 143 pp. $1.45. OE 14161.
- **Educational Developments in Guinea, Mali, Senegal, and Ivory Coast**  
  1972. 141 pp. $1.00. OE 14163.
- **Education in Thailand: Some Thai Perspectives**  
- **Reform and Renewal in Contemporary Spain**  
  1972. 80 pp. $0.95. OE 14166.
- **The Development of People's Friendship University in Moscow**  

#### REFERENCE MATERIALS ON INTERNATIONAL EDUCATION

**International Education Resources:**  
1972. 486 pp. $3.50. OE 14173.

**American Students and Teachers Abroad:**  
Sources of Information about Overseas Study, Teaching, Work, and Travel (rev. ed.). In press.  

#### GRANT PROGRAMS ADMINISTERED BY THE OFFICE OF EDUCATION, DIVISION OF INTERNATIONAL EDUCATION

**Opportunities Abroad for Teachers: 1975-76**  
1974. 26 pp. $0.55. OE 75-19300.

**Research and Training Opportunities Abroad and Foreign Curriculum Consultants in the United States: 1975-76**  
1974. 34 pp. $0.55. OE 74-19503.


Education in the U.S.S.R.


by

Nellie Apanasewicz
Research and Program Specialist on Education in Eastern Europe
Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, Secretary
Charles B. Saunders, Jr., Acting Assistant Secretary for Education
Office of Education
John Ottina, Commissioner
FOREWORD

It is abundantly clear that increasing understanding between the United States and the Union of Soviet Socialist Republics is in the mutual interests of both nations as well as of the world at large. Education has especially important contributions to make to this objective.

The U.S. Office of Education takes very seriously its professional responsibilities for helping expand and improve international understanding and cooperation with the U.S.S.R. and makes important contributions in a variety of ways. Continuing efforts include financial assistance to comprehensive Russian language and area studies centers in several American colleges and universities, graduate student and faculty fellowships for research and training in Soviet studies both in the United States and in the U.S.S.R., sponsorship of selected efforts to produce teaching materials and preparation of research monographs and bibliographies on various aspects of education in the U.S.S.R., and leadership in the exchange of educational delegations between the two countries for firsthand observations and the sharing of experience on problems of common concern.

Among the recent examples of basic instructional and reference materials produced or in process under USOE auspices are the following:

_Soviet Programs in International Education_, a summary of recent developments (OE-14155, 1971).


An up-to-date review of major Soviet educational developments in the 1970's, the first part of which (statistics and legislation) is now in press.

The present publication, described below.

The purpose of this publication, _Education in the U.S.S.R.: An Annotated Bibliography of English-Language Materials, 1965–1973_, is to make readily available to all interested in Soviet education a guide to selected reference materials on education in the U.S.S.R. published in English since the predecessor bibliography was produced by the Office
of Education a decade ago. The entries cover the period 1965 through 1973.

The present annotated bibliography lists 347 titles indexed in 224 subject categories, a significant increase over the 281 titles and 78 subject categories in the earlier listing. It is arranged alphabetically by subject category and features extensive cross-referencing. An author index is also included.

The number of subject categories and cross-references has been expanded considerably in the present bibliography to increase the productivity of those searching for source material on the particular educational problems with which they are concerned. Special attention has been given to categories of current priority interest in American education: for example, bilingual education, career education, early childhood education, and education for the handicapped.

While a wide range of views is expressed in the various entries, the inclusion of an item does not constitute any official acceptance or endorsement by the Office of Education of any position or recommendation therein. As was the case in the earlier bibliography, material from Soviet publications provides some information not found in other sources and yields unique insight into Soviet educational philosophy and the Soviet conception of the relationship between the educational system and the state. The purpose of this publication is essentially one of facilitating access to a sizable and complex body of literature on education in a particularly important major nation. While a careful, systematic effort was made to provide reasonably comprehensive coverage of useful materials, the resulting compilation does not purport to provide a critical review of the many and varied items included.

The author, Nellie Apanasewicz, is a research and program specialist on education in Eastern Europe. With the U.S. Office of Education since 1958, she has previously authored several OE publications in collaboration with the senior specialist, Seymour M. Rosen. These joint efforts include Soviet Education. A Bibliography of English-Language Materials (1964), Textbooks for Soviet Schools (1966), and Final Examinations in the Russian Ten-Year School (1966).

Robert Leestma
Associate Commissioner
for Institutional Development
and International Education
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Academies of Pedagogical Sciences

See nos. 3, 18, 25, 29, 31, 33, 35, 37, 71, 73, 74, 91, 95, 100, 109, 139, 166, 174, 175, 205, 222, 224, 228, 244, 259, 265, 267, 268, 269, 280, 288, 302, 303, 322, 324, 325, 332, 338.

Academies of Sciences

1. Scientific Siberia. Novosibirsk: Siberian Branch, USSR Academy of Sciences/Moscow: Progress Publishers, n.d., approx. 106 pp. This publication, in Russian and English, describes the Siberian Branch of the USSR Academy of Sciences, its establishment, development, organizational structure, research functions, and numbers of members, and Akademiya Nauk, the Research Center for Siberia and the Far Eastern Area of the USSR. Publication carries a large number of descriptive photographs.

See also nos. 3, 6, 18, 25, 33, 62, 73, 74, 91, 95, 98, 100, 101, 109, 111, 125, 174, 211, 221, 238, 231, 232, 234, 235, 255, 258, 259, 265, 268, 269, 280, 284, 288, 322, 325.

Administration of Education


Describes the organization and functions of the Ministry of Education of the USSR, the Ministries of Education of the Union Republics, the regional and district departments of education, and teachers councils.


"The book is divided into two major parts. Part I discusses the role of state agencies in the administration of the educational process. Part II analyzes the roles of the trade unions and the RSFSR Academy of Pedagogical Sciences in the administration and control of education."


Adult Education

4. Belding, Robert E. "Is There a Lesson for Us in Soviet Mass Education?" Selected Models of Worker Education in Europe (Re-

Here is a review of the development of machinery for implementing mass adult education in the Soviet Union, together with a consideration of the management of two adult-oriented problems pertinent to all developed countries: vocational-technical training, and the education of dropouts.

5. Kolmakova, M. N. "General Education Schools for Adults." Education in the USSR (See item 333). pp. 106-110.

Information on the development of adult education and the liquidation of illiteracy, and description of adult education schools such as evening and correspondence schools, schools for working people, and evening vocational and technical schools.


Africa, Soviet Studies on


The introduction, by the Director of the Institute of Africa, USSR Academy of Sciences, gives information on the centers for African studies in the USSR; the structure and work of the Institute of Africa, founded in October 1959, the main achievements of Soviet African studies, works by African authors translated into Russian; the tasks of Soviet African studies: scientific links between the USSR Academy of Sciences and research institutions and centers in Africa; the work of Soviet scientists in spreading knowledge about Africa in the USSR. "This collection of articles, which is devoted exclusively to social sciences, was compiled by Africanists from various institutes of the USSR Academy of Sciences. . . . Each article concerns a definite field of African studies—history, geography, anthropology, economics, etc.

Agricultural Education


Archives

The present volume provides the first comprehensive, authoritative directory of archives and other manuscript repositories in Moscow and Leningrad. It describes the holdings of over seventy-five institutions, including state archives, repositories under the Academy of Sciences, the Communist Party, and the Foreign Ministry, and the manuscript divisions of a wide variety of libraries and museums. In each case it gives information about their history, contents, published descriptions and catalogs, and working conditions.

See also nos. 15, 81, 109.

Arithmetic, Teaching of
See no. 312.

Arts

"In the USSR, school, family, Pioneer and Komsomol youth organizations, and extra-school institutions are joined in a common educational goal: the preparation of well-integrated fighters for and builders of Communism. . . . Not the least of these is the Soviet Children's Theater . . . officially defined as 'a powerful educational and pedagogical medium for molding the personality of the young citizen.' . . ." Article describes the administration and organization of the theater, its repertoire, and actors' responsibilities.

See also nos. 23; 33, 80, 101, 103, 109, 111, 119, 149, 170, 171, 172, 186, 192, 193, 215, 265, 288, 280, 288, 295, 297, 299, 322.

Arts, Teaching of
See nos. 193, 280, 297, 312.

Astronomy, Teaching of
See no. 312.

Audiovisual Aids
See nos. 25, 58, 59, 73, 76, 158, 162, 216, 280, 307, 308, 309, 310, 325.

Audiovisual Instruction
See nos. 53, 59, 73, 76, 158, 159, 216, 280, 307, 308, 309, 310.

Bibliographies
9. BRICKMAN, WILLIAM W. "A Bibliographical Introduction to So-
Material is arranged according to the following categories: History; Theory and Principles; Recent and Contemporary Monographs and Studies, Descriptions, Reports, and Surveys; Documents; Bibliographies; Soviet Educational Journals, General Newspapers and Periodicals in Russian, Soviet Periodicals in English; Encyclopedias; Manuscripts. Miscellaneous. Russian and Ukrainian titles are annotated.


For information on Soviet education and Soviet science, see pp. 86-88.


For annotated items on education in the USSR, see pp. 25, 28, 29, 31, 41.


For information on the USSR, see nos. 2104, 2209, 3611, 5506, 5808, 5904, 6524, 7123.


See particularly pp. 157-171 on Soviet education, science and technology, society, religion, nationalities.


"A selective list of bibliographical references for students of Russian history; literature, political, social, and philosophical thought; theology; and linguistics."


See particularly pp. 11, 12, 23 for books relating to the USSR.

See also nos. 93, 219.

Bilingual Education


Chapter I examines the nature of the long-range and immediate objectives of general secondary polytechnical education and of the general secondary polytechnical school with specialization in foreign languages, and describes the course structure and overall organization of the school. Chapter II examines the foreign language curriculum; e.g., its organization, purpose, and objectives. Chapter III examines the materials used in the foreign language classes. Chapter IV discusses teacher-training programs, using the program from the Hertzen Pedagogical Institute as a model.

See also nos. 26, 135, 224, 265, 332.

Biology, Teaching of

See nos. 77, 80, 254, 297, 307, 312.

Boarding Schools


See particularly chapter 3, "The Attempt to Establish a Tradition in the USSR," pp. 49-58, which discusses boarding schools in Russia before the 1917 Revolution and explores the factors affecting residential education in the USSR, which "reveal both the nature of Soviet belief in boarding schools and the nature of the political, ideological, social and professional environments in which these schools are set.

See also nos. 3, 24, 44, 45, 62, 84, 90, 91, 95, 98, 158, 221, 223, 224, 230, 242, 250, 255, 259, 267, 268, 269, 290, 288, 293, 294, 296, 317, 322, 327, 332, 342.

Botany, Teaching of

See no. 312.
Career Education


Information on developments in education since 1958, development of polytechnical education and the reform of 1958-59, education trends since the mid-1960's, modernization of the curriculum, as of 1969, development of science-mathematics schools, education facilities and opportunities for the disadvantaged; vocational or career guidance, and the June, 1972 decrees issued by the Central Committee of the Communist Party of the Soviet Union, together with the USSR Council of Ministers, which "represented a significant step in the Soviet attempt to solve the ever-present problem of 'preparing students for life' and of educating Soviet youth for careers in a modern industrial society."

See also Politecnical Education and nos. 159, 209, 307, 308, 346.

Character Education

20. BRONFENBRENNER, URIE. "Soviet Methods of Character Education," Comparative Perspectives on Education (See item 30), pp. 57-65.


See also Moral Education and nos. 32, 119, 152, 167, 196, 245, 319, 320.

Chemistry, Teaching of

See nos. 82, 104, 230, 307, 308, 312.

Childhood Education


Child Rearing

Information on the status of women in the USSR and methods available for child care of children of working mothers.


Article is based on author's visit in the summer of 1965 to the Soviet Union, where she observed children in a nursery-kindergarten center, a Young Pioneer camp, recreation centers, and other places. She describes the influence of Pavlov on child training in the USSR, lists the more common rewards and punishments used in the schools and elsewhere, and evaluates the results of the child-training systems used.


Includes information on the various children's resorts in the Soviet Union, particularly that in Yevpatoria, "the city which is entirely given over to children ..."; on the development of mother and child care brought about by various decrees, beginning with the decree passed in 1918; preschool, elementary, and secondary education; the link between the family and the school; and youth organizations, e.g., the Komsomols and Pioneers.


Some of the topics discussed are preschool education, parent education, school education (boarding schools, compulsory schooling, technical, and vocational schools), parent-teacher activities, out-of-school education, welfare of maladjusted and delinquent children, treatment of delinquent children and young people, youth movements.


Communist Education


Information on the origins and purposes of adult political education; the teaching staff, teaching methods and media; universities or Marxism-Leninism, the politshkola (political school) which gives beginning political instruction to adults, study circles; and independent political studies.


### Communist Party


"This paper analyzes the levels of education of the members of the Central Committee of the Communist Party of the Soviet Union, and compares them with the educational levels of the Soviet population as a whole, the white collar labor force, and the Communist Party membership.


This work focuses on the high level executives of the Communist Party within the framework of the modern Soviet social order. Chapter 4, "Schooling," pp. 92-105, describes the role of formal schooling in the careers of top Party executives, e.g., the role of the Party schools, particularly The Higher Party School of the Central Committee; and includes various statistical information relating to the educational attainments of the executives according to age, level of study completed, and major field of study.

See also nos. 3, 18, 19, 26, 35, 40, 73, 74, 95, 106, 115, 129, 130, 131, 132, 18, 149, 160, 162, 166, 167, 205, 206, 221, 222, 223, 241, 242, 244, 253, 257, 259, 269, 280, 285, 288, 292, 328, 338.
Comparative Education


Information on a conference held by The Academy of Educational Sciences, Moscow, December 1964, at which attention was primarily "given to the problem of comparative education, to the model of interpretation of educational phenomena, to the influence of Marxism upon educational theory."


For annotation, see items 20, 32, 76, 240, 318.


Information on studies that had been conducted or are being carried out on the manual training of students in socialist and Western countries, polytechnical education of students in socialist countries, school reforms in socialist countries during the 1960's, teacher education in foreign countries, and the rapid process of "technicalization" of schools in industrially developed countries.

32. "The Soviet Union." Comparative Perspectives on Education (See item 30), pp. 38-42.

The following "principal features of the Soviet education system" are described briefly "as a background for understanding the readings in this section": (1) Unitary System; (2) As Much Education as Possible; (3) Adult Education; (4) Polytechnical Education; Learning To Be a Good Member of a Collective; Learning as Experience vs. Learning as Maturation. For annotation, see items 20, 32, 76, 240, 318.

See also nos. 36, 37, 38, 40, 41, 42, 43, 48, 63, 99, 100, 108, 113, 125, 126, 127, 173, 184, 198, 202, 208, 255, 256, 273, 274, 275, 276, 278, 279, 280, 281, 341.

Compulsory Education

See nos. 3, 24, 26, 40, 55, 56, 62, 73, 74, 84, 91, 95, 111, 154, 166, 205, 221, 223, 224, 250, 251, 253, 254, 255, 259, 265, 268, 269, 280, 288, 292, 293, 303, 322, 324, 328, 332, 338.

Computer Programming

See nos. 59, 75, 158, 205, 216, 307, 308, 310.

Continuing Education

See nos. 76, 159, 209, 307, 308.
Correspondence Studies


Counseling

See Guidance and nos. 12, 19, 94, 265, 267, 324.

Cultural Policy


Information on the evolution of cultural policy in the USSR, evaluation of cultural needs and forecasting of cultural development, dissemination of culture and encouragement of artistic creation, and cultural policy and the formation and development of the personality.

See also nos. 8, 14, 26, 28, 45, 54, 57, 68, 69, 71, 74, 95, 122, 125, 126, 129, 130, 134, 148, 149, 165, 205, 221, 241, 242, 249, 257, 259, 265, 281, 295.

Curriculums


"This study has two purposes: (a) to examine and evaluate the curriculum plan of the RSFSR (Russian Republic) general education school, and (b) to identify and interpret Soviet curricular trends. Curriculum tables for the RSFSR general education school are included.


Describes the three major periods in Soviet education in the half century of the existence of the Soviet State, i.e., the Experimental Period, prior to 1920 and through the early 1930's; the Conservative Period, 1930's to the mid-1950's, the educational reform of 1958 and the Polytechnical Period which followed.

Defectology

See Handicapped, Education of, and nos. 193, 205, 217, 256, 280, 298, 322.

Degrees, International Equivalencies of


Guide to placement at the undergraduate level of U.S.S.R. secondary general education school graduates, technicum graduates, and university students; placement of diploma graduates from Soviet universities and institutes; placement of those with advanced Soviet degrees, i.e., the Candidate of Sciences and Doctor of Sciences degrees. Includes a description of the Soviet education system.


Includes a historical outline of the development of the methods of establishing and according equivalencies in the Soviet Union; an assessment of the academic standards reached in different countries, e.g., in the USSR, the United States, the United Kingdom; and East Germany; and information on the bilateral and multilateral conventions and agreements concluded between the Soviet Union and other countries, e.g., Czechoslovakia, East Germany, Italy.


Includes information on the secondary school-leaving examinations that students in the USSR must take if they wish to apply to higher education institutions there, requirements for foreign students wishing to study in the USSR, various comparative tables on studies in the USSR and in the other countries selected for this study, and other relevant comparative information.


For annotation, see items 37, 41.


Article is "summarized from a revised version of a paper presented..."
to the VII International Conference at Rockville, Maryland, U.S.A., arranged by the Conference on European Problems, October 7-10, 1971. Author points up the growing interest among educational circles in the Federal Republic of Germany regarding education in the Soviet Union. From the various questions raised we must particularly emphasize two ... (1) Can a school system be efficient in which up until the tenth year of schooling pupils with varying degrees of aptitude are taught not only according to common syllabuses but all together in classes according to year of birth? (2) Is the Soviet school-leaving certificate, thus obtained after ten years' schooling comparable as regards efficiency with the West German Abitur (grammar school-leaving examination), which entails thirteen years of schooling, of which nine are spent in a selective grammar school? Subject headings are: Educational Policy as an Element of Social Policy, Ways of Attaining University-Entrance Qualifications, General Education and Plans for Life.


Defines the criteria used in the methods of establishing equivalencies in the USSR for foreign diplomas and degrees; compares the systems of higher education of East Germany, Japan, the United Kingdom, and the United States with the system of higher education of the USSR; and gives information on the bilateral and multilateral conventions and agreements concluded between the USSR and other countries.


For information on the USSR, see pp. 199-200.

See also nos. 43, 99, 127, 173, 202, 341.

Dental Education


Information on administration, admission requirements, curriculums, examinations, and graduation and licensing requirements, names and addresses of dental schools in each Republic, year founded, and total enrollment and numbers of graduates in each. Appendices include, in an alphabetical listing of countries, information on conditions governing dental studies, licensing procedures, and the right to practice dentistry in each country; and a comparative listing, by country, of the numbers of dental, medical, pharmacy, and veterinary schools.

See also no. 103.
Development of Education


Discusses the various phases and stages of Soviet education policies and the ideological role of the family and the role of boarding schools in the development of education. Statistics are given for 1965-66 on numbers of schools, students, and graduates.


Outlines the development of Soviet education from the 1917 October Revolution over a period of 50 years citing, for example, efforts to liquidate illiteracy, private schools, the teaching of religion; the effects of World War II on culture and education; and the rise of Soviet education in international esteem from 1957, as a result of the successful launching of the Sputniks.


Information on the structure and administration of Soviet education; developments in Soviet education since the mid-1950's; trends in individual programs in elementary and general secondary education, vocational-technical education, secondary specialized education, and higher education; and on the outlook for education's contribution to Soviet economic growth. Tables include data on enrollments in and numbers of graduates from, for example, general education schools, secondary specialized schools, and higher education institutions.


Discusses the development of Soviet education from the October Revolution through the 1950's; the education reforms of 1958 and the early 1960's; polytechnic education; and professional and semiprofessional education at the secondary and higher education levels.

Discusses three phases of Soviet educational development: 1917-29, 1929-45, 1945-60's.


Differentiated Education
See nos. 19, 146.

Disadvantaged, Education of
See nos: 19, 24, 193, 259.

Discipline
49. HALTMeyer, NORMAN. "No Discipline Problems for the Teacher?"

Article, based on author's visit to the Soviet Union, outlines methods used by school children in disciplining their peers whose behavior may have a detrimental effect on the group and points out the relatively limited involvement of Soviet teachers in solving discipline problems.

See also nos. 18, 22, 24, 130, 152, 167, 193, 205, 259, 265, 269, 280, 319, 320, 324.

Drawing, Teaching of
See no. 312.

Dropouts
See nos. 3, 4, 38, 56, 74, 80, 128, 268, 269, 280, 308.

Early Childhood Education

Economics of Education

For information on Soviet education see pp. 59-64, 85-93, 899-152, 792-42, 865-68.

"This collection presents a selection of the materials from the Scientific Coordinating Conference on Questions of the Economics of Education, which took place in Moscow at the MGPI (Lenin Institute) in 1964. The material is grouped in three parts: I—General questions of the economics of education; II—General education training and increasing the effectiveness of labor; III—Questions of the planning of education.


Educational Achievements

See nos. 60, 66, 101, 155, 166, 205, 256, 262, 266, 280, 317, 318, 337.

Educational Attainments


"The report discusses the significant results of the projections, provides a brief description of the institutional framework and various qualitative factors which affect attainment, and gives a detailed description of the assumptions and methods used in preparing the estimates and projections.

See also nos. 60, 66, 74, 101, 154, 166, 205, 221, 256, 280, 317, 337.

Educational Manpower

See nos. 55, 60, 63, 66, 73, 76, 91, 106, 153, 205, 209, 264, 278, 282.

Educational Media


The author visited Kiev, Leningrad, and Moscow in July 1969 with an Educational Media Tour. He points out that "the preparation program outlined most often, seemed to be a general approach for the AV preparation of the classroom teacher rather than a specialized program to prepare an educational media specialist."

A brief de-
scription is given of the courses available in the use of technical aids to students graduating from pedagogical institutes.

See also nos. 33, 54, 59, 73, 75, 119, 130, 159, 205, 216, 280, 307, 308, 309, 310.

Educational Organizations


"This is the story of a unique and vast educational organization—the All-Union Society Znaniye (Knowledge) which disseminates an enormous range of scientific, technological, political, and cultural knowledge among a very large mass of people. . . . Information on the development of the Society and the influence on such development of notable Russian philosophers, scientists, and writers; its administration and organization; methods used by the Society in disseminating information; e.g., lectures, communications media, meetings with working personnel of industrial and other organizations, peoples' universities; the Society's Council on History and International Affairs and the work of the Society in the international field.

See also nos. 172; 235; 265.

Educational Planning


 Discusses Soviet educational policies and manpower development, planning of general compulsory education, secondary general and specialized education, and postsecondary and higher education, and the effectiveness of the planning techniques.


Part One describes the administration and organization of the educational structure, and Part Two educational planning and financing and prospects for development of the educational system. Publication includes 55 tables (e.g., numbers of students in the various types of educational establishments, numbers of students and schools in each Republic, numbers of graduates by type of institution, educational expenditures) and 26 appendixes (e.g., form for estimating enrollments in general education schools, list of specializations taught in secondary and higher educational institutions, listing of positions for specialists with higher or secondary specialized education).

See also nos. 3, 18, 19, 28, 33, 35, 40, 45, 46, 47, 50, 51, 52, 60, 63, 64, 65, 66, 73, 74, 78, 80, 94, 95, 98, 100, 101, 104, 106, 108, 115, 134, 154,
Educational Psychology
See nos. 22, 26, 74, 139, 254, 265, 280, 296.

Educational Research

Documents on educational research institutions and their research projects carried out in 1969, which were used for the Seminar for Directors of Educational Research Institutes and Professors of Education, held Nov. 17-21, 1969, at the UNESCO Institute for Education, Hamburg. Countries covered are the USSR, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia.
See also nos. 70, 73, 74, 76, 84, 125, 137, 139, 175, 183, 214, 259, 265, 271, 280, 288, 298, 302, 303, 324.

Educational Technology
Surveys the development of Soviet educational technology and its expansion in the 1960's; describes the development of the network of cybernetics institutes, the design and use of teaching machines, the theories and practices developed by four key Soviet educational psychologists which could be broadly applied in programmed instruction, the First All-Union Conference about Programed Instruction and the Application of Technical Means to the Educational Processes held at the Moscow Energetics Institute in the spring of 1966; and suggests that both the United States and the USSR would benefit from a mutual exchange of information on educational technology.
See also nos. 66, 73, 74, 75, 126, 205, 209, 216, 265, 273, 280, 282, 288, 307, 308, 309, 310.
Education and Development


For information on the U.S.S.R., see pp. 30, 72, 214, 222, 315, 367-68.


The authors "seek to analyze the particularly dynamic and change-producing roles that Soviet policies have sought to formalize through educational institutions in Uzbekistan; measure the kinds of change brought about in that society, especially in the values and functions of education; . . . and finally to engage in some interpretations about the directions in which Uzbek society is moving . . . . The principal methods used in this investigation are historical, sociological, and psychological. . . ." Sample contents: Population and Society in the Pre-Russian Period (Upbringing of Youth, Muslim Schools and Learning, School Management), Sovietization of Education, Standards of Schooling, The Soviet School (Implications of Soviet Policy for Educational Roles. The Classroom Roles of the Teacher), The Young "Pioneers."


"This volume describes the organization and present state of development of general, primary, secondary, vocational and technical, and higher education. A discussion of the human, material, and financial resources devoted to education in the countries is also presented. Tables and illustrations are included."

See also nos: 19, 26; 33, 46, 47, 54, 60, 66, 67, 73, 95, 106, 205, 209, 227, 251, 280, 281, 282, 306, 351, 337, 339, 346.

Collection of papers by Arcadius Kahan, on education in Russia during the 18th and 19th centuries, presented at a conference on "The Role of Education in the Early Stages of Development," held in Chicago, Apr. 4-6, 1963. The conference was sponsored jointly by the Committee on Economic Growth of the Social Science Research Council and the Comparative Education Center of the University of Chicago.


Includes information on educational policy, education as a human capital investment, and university enrollments per 1,000 population for the years 1914, 1928, 1932, 1937, 1950, 1958, and 1964.


The following topics are covered: Education as a Factor in Increasing Productivity, Effectiveness of Education and Growth in National Income, The Common Index of the Economic Effectiveness of Education, the Effectiveness of Expenditure on Training Personnel for Production, Proposals to Increase Education's Contribution to Economic Growth. Brief summaries of the article are given in German and French.


**Education and Social Change**


Examines the "most fundamental and distinctive features of the Soviet system of education which have survived the passing of the years. These are concerned with the role of education in society, the scope of the educational undertaking, the locus of power and authority, and, finally, the distant social goals of education."

Describes the developments in the social and cultural reconstruction of life among the peoples of Orthodox Rus', as follows: The Institutional Backgrounds of Sociocultural Change, the Path of Cultural Reconstruction in Rus'; Educational Reform, Bratstva (Brotherhoods) as Intellectual and Scholastic Centers, and New Schools in Rus'.


"...This study aims to define the range and means of influences exercised by schools and their staffs in Uzbekistan, and to relate these to the over-all program of socioeconomic development (termed 'social development' and 'socio-cultural change' in the context of this report)...."


Based on studies conducted at the 8th and 10th-11th grade levels in which students were asked to specify the amount and kind of additional education, if any, they plan to receive and the occupations they hope to enter. The authors in reviewing the findings of the studies discuss them under the following headings: Educational Aspirations of Eighth Graders, Social Class and Educational Access Beyond the Eighth Grade, Differential Access to Higher Education, Social Problems, and Soviet Reactions. Statistical tables are cited.

See also nos. 26, 33, 54, 63, 67, 73, 148, 205, 248, 253, 260, 280, 281, 337, 339.

Education Change


See particularly pp. 47-51, 99-106, 131-34, which include information on education in the Soviet Union, e.g., the administration, control, and organization of schools, curriculums, education reorganization of 1958; and political education.


Subject headings are. From the Revolution to the Fall of Khrushchev, The Latest Stage, Higher Education, The Nationality Problem.

Headings as follows: The general overall statistical setting; Soviet education reform, Developments in selected fields (Programmed learning and audiovisual aids, Social studies and indoctrination Training of foreign students); Statistics on education in the U.S.S.R.; Statistics on education in the United States; Selected bibliography.


Discusses factors leading to the 1958 education reforms; the difficulties and problems that prevented the full implementation of the reforms as passed, the new approach to teaching brought about by the 1958 reforms, which proved to be an advantage over previous teaching methods and "one promising side effect" of that reform; criticisms of the 1958 reforms and the education reorganization of the 1960's, and various other developments in Soviet education since 1958.


"This paper was not intended to be a highly theoretical foray into poorly chartered terrain or a limited statistical probe of a specialized sector of Soviet education. The investigation was mainly designed to show American educators that their counterparts in the Soviet Union encountered a series of very similar problems in the sixties and that both groups could possibly benefit from sharing each other's experience with the automation of instruction . . . ."

See also nos. 18, 26, 35, 47, 133, 166, 204, 205, 260, 280, 281, 289, 339.

Education Goals


Education Laws

See nos. 3, 18, 19, 23, 24, 25, 28, 35, 40, 41, 47, 51, 57, 60, 66, 73, 74, 80, 84, 90, 91, 95, 100, 101, 102, 104, 106, 115, 154, 155, 162, 166, 174, 205, 219, 221, 222, 223, 224, 228, 239, 240, 244, 251, 253, 259, 268, 269, 280, 288, 294, 302, 303, 322, 327, 328, 332, 337, 338, 339, 346.
Education Policies


Discusses the many similar problems facing the USSR and the United States in charting their educational course; the educational policy and practice in each country as it tries to provide education beyond the elementary level and to find some solution to the following fundamental questions: "How many ought to be educated? What are they to be taught? How are they to be taught?"


This paper from the Comparative Education Society Eastern Regional Conference held May 2-4, 1968, at the State University of New York at Albany, "is a scholarly analysis of Soviet educational policy formulation. The author traces the Marxist-Leninist legacy, examines the ups and downs of polytechnism and offers specific case examples in the Soviet teaching of history and biology."


Education Reforms


Information on education reforms being implemented to help meet the various needs of the economy which were not met by the 1958 reforms.


Education Theories

Contents as follows: On Popular Education, On Methods of Teaching the Rudiments, A Project of a General Plan for the Establishment of Popular Schools, Education and Culture, Progress and the Definition of Education, Are the Peasant Children to Learn to Write from Us?, The School at Yasnya Polyana.

See also nos. 3, 8, 9, 18, 22, 25, 26, 29, 35, 40, 45, 47, 57, 62, 64, 66, 67, 71, 74, 77, 80, 95, 101, 102, 110, 111, 114, 120, 129, 133, 140, 151, 152, 166, 175, 204, 205, 207, 208, 210, 211, 213, 215, 221, 222, 223, 244, 255, 256, 259, 261, 262, 265, 268, 269, 271, 277, 280, 281, 283, 288, 294, 296, 303, 314, 315, 317, 328, 332, 337, 339, 342.

Education Trends

Information on educational developments and reforms proposed for the 1970's related to changes in the Soviet economy; curriculum reforms; literacy rates; rural education; teaching of biology, languages, mathematics, and other subjects; and a visit to Moscow Schools 607 and 711, both 10-grade schools.


Eight-Year Schools


Elementary Education


Eleven-Year Schools

See nos. 35, 74, 95, 129, 174, 205, 259, 268, 269, 294, 330, 332, 333

Encyclopedias

"This volume includes essays on the sciences, education, libraries, the national economy, social history, and Ukrainians abroad . . . ."

See also no. 9.
Engineering Education


Enrollments


Evening Studies


Examinations


Material is from the pamphlet Filety dlia vypusknikh ekzamenov za kurs srednei shkoly na 1963-64 uc ebnyi god (Final Examination Questions for the Secondary School for the 1963-64 School Year), published in Moscow in 1964 by the Prosveshchenie Publishing House, and covers the following subjects: algebra, chemistry, foreign languages (English, French, German), geometry, history of the USSR and social sciences, and physics.


An English language translation of the program is given; comments are made on the program's merits or lack of merits; and parallels are drawn with Russian programs in U.S. colleges.


Information on examination procedures for grades 4 through 10, subjects covered by the examinations, the grading system, and the national validity of the Certificate of Maturity; the introduction of university selection examinations, and educational olympiads or "olympic competitions" for students who show special aptitudes or talents in a given subject. A diagram of the school system is included.

85. STREZIKOZIN, V. "Organization of Examinations Systems: Soviet

Information on the types of examinations, organization, supervision, and methods of giving them, and criteria followed in assessing a student's abilities through examination results.


**Exchanges**


Information on the history of the exchanges, difficulties encountered because of cultural, ideological, organizational, and structural differences between the two countries, research findings based on questionnaires filled out by various group participants regarding the advantages of such exchanges and their impact or effect on the participants; and future prospects for U.S.-Soviet exchanges.


"This volume presents a listing of financial aid, opportunities for study in the countries of Eastern Europe and the Soviet Union, language and travel programs of interest to scholars concerned with Soviet and East European studies." It is directed to those working in the social sciences and humanities . . .


This article, prepared for the Committee on Government Operations of the U.S. Senate, discusses the advantages, problems, and dilemmas of these exchanges as they affect scholars, universities, and national interests.

*See also* nos. 3, 37, 38, 41, 59, 87, 121, 122, 123, 125, 126, 127, 133, 134, 136, 168, 169, 176, 188, 191, 192, 199, 259, 280, 281, 316, 322, 325.

**Experimental Schools**

*See* nos. 3, 35, 62, 80, 158, 205, 230, 240, 268, 280.

**Extracurricular Activities**

*See* nos. 8, 23, 25, 74, 84, 90, 95, 119, 130, 162, 171, 174, 176, 177.
Extramural Studies


Factory Schools


Information on the factory's Department of Technical Education, which organizes the general education and technical training of personnel: training and education of new employees; training of engineers and technicians, courses for improvement of personnel qualifications; schools for advanced work-study methods; special courses; the importance of teaching a second trade to workers, and methods for improving qualifications of the engineering staff.

See also nos. 28, 56, 95, 103, 104, 106, 132, 205, 249, 251, 253, 259, 267, 268, 269, 280, 282, 328, 332, 346.

Family and School


Financing of Education


In this study, which covers the decade 1950-60, the author surveys the entire range of the formal education structure, identifies the sources that provide funds for formal education, analyzes formal education expenditures as they relate to the total state budget expenditures, considers the procedures in drafting education budgets,
and discusses wage policies, salary schedules, teachers' salaries, and other relevant information on salaries and earnings. Translations of some of the major official resolutions are given in the appendixes.


Foreign Students

92. "Foreign Students in the USSR." School and Society. 95, no. 2236. Jan. 21, 1967. p. 44

Information from Soviet News on the numbers of foreign students studying in higher educational institutions in the USSR.


This collective diary was prepared by about 100 students, from some 50 countries, who studied at Moscow University. . . . Each of us has chosen one particular topic . . . . We did not try to make a deep scientific study of Soviet life, nor do we pretend to have been able to draw any comprehensive social generalizations: we have merely written a collective diary. And a diary usually contains outward descriptions of facts and an author's intimate thoughts and impressions.

See also nos. 3, 38, 41, 73, 91, 95, 100, 104, 108, 125, 126, 136, 169, 176, 177, 178, 179, 180, 265, 267, 280, 324.

General Education


General Education Schools


Genetics Education

See no. 254.

Geography, Teaching of

See nos. 280, 312.
Gifted, Education of

See nos. 8, 33, 76, 84, 157, 158, 170, 171, 172, 193, 205, 215, 250, 265, 280, 322, 332.

Graduates

See nos. 301, 318, 337, 346.

Graduate Studies

See nos. 3, 36, 41, 73, 91, 99, 100, 127, 173, 174, 228, 259, 265, 268, 280, 292, 324, 328, 332.

Guidance


See also nos. 12, 19, 74, 141, 205, 265, 267, 315, 317, 324.

Handbooks


Chapter 15, "The Educational System," pp. 275-303, outlines the historical background of Russian education from the 10th century A.D. to 1917 and the Communist reforms and reorganization of education from 1917 through the 1930's. The section, "The Communist Educational System," describes education policies, administration and control of the school system, preschool, elementary, secondary, specialized, technical, vocational, and higher education; numbers of foreign students in higher education institutions; teacher education and employment, curricula and textbooks; and extracurricular activities.


For information on education see pp. 42-45.


"In charts and tables . . . organizes the best data available for nine crucial variables in Soviet society. demography, agriculture, production, health, housing, education, elite recruitment and mobilization, communication, and international interaction."

Handicapped, Education of


Health Education


See also nos. 24, 13, 93, 109, 173, 202, 215, 265, 288, 327, 341.

Higher Education


Discusses achievements in higher education, including statistical information on various types of educational institutions training specialists, i.e., numbers of schools and enrollments for the academic years 1914-15 and 1961-62, describes the principal types of higher schools (universities, polytechnical institutes, and specialized institutes or colleges), their administration and organization, the training of specialists for agriculture, the arts, economics, law, medicine, and teaching, curriculums, teaching methods, examinations, and grading procedures; and part-time study.

A historical review of the development of higher education in Russia, from 1735, "when the first Russian university was founded in Moscow"; development of higher education during the 1800's, 1900's, and 1950's; and the education reforms of the 1950's and their effect on higher education.


Includes a listing of the faculties under each institution and information on admission requirements, the kinds of degrees and diplomas given, and the length of the study programs required for each.


Section A. "General Principles of the Organization and Structure of Public Education" describes the various types of secondary schools and higher educational institutions. Section B: "The Principle of Planning Admission to Higher Schools" includes information on administration of higher education, admission requirements, effects on higher education of the 1958 school reform law, and foreign students in USSR higher educational institutions. The appendix gives the entrance examination programs for chemistry, mathematics, and physics.


The period 1917-21 in Russia found the fledgling Bolshevik government engaged in desperate military struggles... Yet... many Bolshevik leaders remained constantly aware that theirs was a revolutionary regime, with the goal of achieving a radical transformation of the social, economic, political, and cultural institutions they had inherited. Consequently, this same period witnessed, in addition to the crucial military conflicts, several experimental efforts to achieve thoroughgoing institutional change. Higher education was one such target of reform, and this paper will describe succeeding attempts undertaken during 1917-21 to implement three radically different blueprints for reform of higher educational system.


Information on planning and supervision of higher education in the USSR; education and training of specialists for the various branches of the Soviet economy; and part-time higher education, which includes correspondence and evening studies and the plant schools for higher technical education (Zavod-ITUZ), located within and part of major Soviet industrial plants.


Discusses the problems caused by the rapid scientific and technological changes and developments and the increasing population.


Comparative background documents and papers presented to the Conference of Ministers of Education of European Member States of UNESCO, held in Vienna, Nov. 20-25, 1967, include information on education in the Soviet Union.


Universities, colleges, libraries, research institutes, museums, art galleries and learned societies are listed, together with their addresses and an outline of their functions. The names of principal officials are included, and professors at all the major universities with the subjects they teach are listed. . . . For information on the USSR in this edition see volume II, pp. 1273-1319.


History of Education

Part one covers the period from 1700 to 1875; part two, 1875-1905; part three, 1905-1911. Appendix B gives the Manifesto of the Union of Secondary School Teachers of St. Petersburg, May 1, 1905.


"The purpose of the present paper is . . . to explore his [Karazin's] role in the foundation of Kharkov University as a useful case study of the relationship between the autocracy and the gentry in the early nineteenth century."


For information on Russian education, see pp. 6, 7, 11-14.


"This study of the major educational policies and programs characterizing the last three centuries of the Tsarist regime, although primarily concerned with the training of teachers, reflects the broader educational concepts of the era as well as much of the thinking and mode of life of the Russian people."

See also nos. 9, 26, 35, 44, 45, 48, 50, 56, 63, 64; 68, 69, 71, 72, 79, 84, 91, 95, 102, 105, 140, 158, 164, 166, 174, 203, 205, 207, 221, 222, 253, 256, 257, 260, 268, 280, 281, 288, 322, 328, 332, 338.

History, Teaching of


On May 14, 1934, Stalin and Molotov issued the decree "On the Teaching of Civic History in Secondary Schools." "In the light of a national emergency, indicated at the Seventeenth Party Congress, the Soviet school had to be retooled to prepare not only skillful manpower for the increased tempo of the economy, but also, and perhaps above all, to prepare ardent patriots ready to defend their country from a racist onslaught. And in this, the teaching of history had the greatest role to play."

Analyzes the widely used high school textbook, *Novaya istoriya* (New History), and its treatment of early modern history during the period 1642-1870.


"The teaching of history in the Soviet Union ... is based on a number of principles which, when put into practice, promote mutual understanding between the Soviet people and the other peoples of the world ..." Discussed are the methodology of Soviet historical understanding in teaching history, humanism and the democratic approach in the interpretation of history, and principles of internationalism.

*See also* nos. 77, 82, 104, 259, 280, 288, 307, 308, 312.

**Humanities, Teaching of**

*See* nos. 91, 151, 280, 288.

**Ideology**

*See* nos. 18, 272, 319, 320.

**Industrial Education**

*See* nos. 89, 103, 106, 154, 174, 205, 251, 268, 269, 280, 282, 328, 332, 339.

**Informal Education**


The author defines informal education here "to include a wide variety of educational activities by Soviet party, state, and local organizations that operate outside the scope of the formal educational system of primary, secondary, and higher schools and research institutes." He discusses training programs in operation since 1957 and their probable impact on Soviet agriculture. Statistical information is included.


Describes the educational role of literature, "one of the most powerful and effective means for aesthetic, moral, and intellectual develop-
ment" (information is given on publishing houses and children's libraries), children's theaters, films, radio and television; sports and physical training clubs, the Young Pioneers, the Young Communist League, and various other groups and organizations.

See also nos. 8, 13, 54, 174, 248, 265, 327.

International Cultural Relations


"... British merchants first penetrated to Moscow as early as the 16th century. From that time until today developments in Russia have influenced Britain in innumerable ways... In this volume the author traces this influence, showing how Tolstoy, Kropotkin, and others... held opinions or carried out activities which have had their effect on education in this country [England]. Recently... this influence has been more direct, particularly in stimulating the more rapid development of higher technological education..."


Cites examples of the international ramifications that developed because of the internal troubles of China and the hiatus in the education of her youth, particularly with regard to student exchanges between China and the Soviet Union.


Describes the tension in international educational and cultural exchanges which "is obviously a reflection of other Sino-Soviet political differences..."


Examines the developments that led to abrogation of the student exchange agreements and termination of the official cultural and educational exchange programs between China and the Soviet Union during the last half of the 1960's.

See also nos. 6, 37, 41, 54, 59, 86, 87, 88, 97, 117, 125, 133, 134, 136, 169, 172, 176, 177, 179, 180, 182, 188, 191, 192, 199, 205, 223, 224, 255, 256, 265, 280, 316, 322, 324.

International Education


For annotation, see items 122, 330.

Contents include the following chapter headings and subheadings: Academic Exchanges and International Contacts (Bilateral Academic Exchanges, Study Visits Abroad by Soviet Educators, Multilateral Contacts), Training of Foreign Students (Higher Education Programs, Peoples' Friendship University Programs, Other Programs), Foreign Language and Area Studies (Elementary-Secondary Education, Higher Education), Research on Foreign Countries (Developing Countries, Developed Countries), Study and Research in Comparative Education (Study of Comparative Education, Teaching about Foreign Education, Research on Foreign Education, Publications on Foreign Education). "A Soviet Description of the U.S.S.R. Academy of Sciences' Institute of the United States of America: January 1971" is given in appendix B.


Information on international academic exchanges; programs of studies in the USSR offered to foreign students; Soviet education or training programs in Africa, Asia, the Middle East, and Latin America; foreign language studies in USSR schools; international and foreign area studies. Soviet research conducted on foreign countries and peoples, foreign languages and literatures, and comparative pedagogy or comparative education, and the institutions and institutes where such education and research are carried out.

See also nos. 31, 41, 43, 71, 99, 100, 113, 126, 127, 173, 178, 184, 198, 202, 265, 267, 280, 281, 341.

International Law, Teaching of


For information on international law studies in the USSR, see pp. 10-13, which describe the kandidat and doktor degree requirements in the legal/juridical sciences for specialists in public and private international law, and pp. 16-51, which describe the international law programs in the Faculties of Law of the Moscow and Kiev State Universities, the Faculty of Law and Economic Sciences of the Patrice Lumumba University, and the International Law Faculty of the Moscow State Institute of International Relations. Various other information on international law studies in the USSR is given on pp. 16, 19, 20, 22, 27, 32, 35.
Juvenile Delinquency


"This paper utilizes much of the available Soviet data and draws upon Western scholarship on the U.S.S.R. to provide a picture of delinquency in the Soviet Union. Data on age, sex, family background, education, occupation and other characteristics of delinquents are presented in an attempt to form a tentative picture of the nature and quality of Soviet delinquency.


Describes the conditions following the 1917 Revolution which contributed to juvenile delinquency, e.g., weakening of the family unit and breakdown of the economy, changes brought about by the Five Year Plans in the 1930's, including the reorganization of education, which decreased juvenile delinquency, rise of a new kind of delinquency of the young population of the 1950's that was indifferent to the objectives and goals of the Communist Party, seeking "instead to foster its own subculture of values and expectations in direct opposition to the Party", and the period from the 1960's, which represents the "ideological struggle" of the young intellectuals who "are not eager to overthrow the system but merely to transform it."

See also nos. 22, 24, 45, 74, 150, 205, 242, 259, 265, 266, 269, 280, 288, 292, 296, 319, 320.

Kindergartens


Komsomols


"The purpose of the present essay is to explore one dimension of the continuing Soviet socialization program—the role of the Komsomol, the Communist youth organization, in molding the New Soviet Man..." Some of the topic headings are: The Komsomol: Functions and Sanctions, The Komsomol in Industry, The Komsomol on Campus.

Krupskaya


Includes information on Krupskaya's editorial control over educational publications and her role in and influence on education, religion, youth movements, and organizations.


The "complex," which was "a concept of the educative process closely related to the Marxist-Leninist philosophy as understood by Russian educators after the Revolution," was "one of the early features of the Soviet school system." Author cites examples of Krupskaya's definition of and her theories on the use of the "complex" system of education as found in her writings, and the misunderstanding of the concept and other problems that prevented the growth of Krupskaya's educational theories in practice.


Quotes passages from the section "Transformation of the Academic School into a Labor School: Its Inevitability," in *Narodnoe Obrazovanie i Demokratiya* (Public Education and Democracy), 1916, in which Krupskaya writes about John Dewey. Also cites two incidents related to Dewey's visit to the USSR in 1928, and Dewey's and Krupskaya's impressions regarding this visit.

See also no. 175.

Khrushchev


Analyzes the educational content of the program approved by the Twenty-Second Congress of the Communist Party of the Soviet Union, Oct. 22, 1961, under Khrushchev's leadership: the meaning of "educating working people in a spirit of internationalism," referred to in the program, the meaning of "the continuous exchange of trained personnel among the nations"; and the four "major tasks" of the Communist Party in education.

Language Policy

135. Lewis, E. Glyn. *Multilingualism in the Soviet Union: Aspects of Language Policy and Its Implementation* (Contributions to
The study is conducted on four levels; first, the analysis of the complex contemporary linguistic situation in the USSR; second, the historical process leading to the present position, and the successive 'contraction' and 'expansion' of language and nationalities policy. Third, the comparative level, and similarities and dissimilarities between the Soviet and other multilingual complexes. Finally, the relationship of linguistic and sociocultural change in the USSR is examined, especially the problem of social and linguistic assimilation on the one hand and mutual accommodation or rapprochement on the other.

Some of the subjects covered are the political conflict and linguistic policy, Russian as a second language, the bases of bilingualism in Soviet education, types of bilingual education and types of schools (e.g., nationality schools, non-Russian minority schools, Russian schools for non-native speakers of Russian), linguistic research, language planning. Study includes 37 tables.

See also nos. 26, 62, 135.

Languages, Teaching of


"In the summer of 1966 Michigan State University inaugurated a summer program of intensive study for Americans at Moscow State University. The following summer the second session was held at Leningrad State University. The students spent approximately 9 weeks in the Soviet Union of which 6 weeks were devoted to study at the university. During the remaining time the students traveled and spent some days at youth camps." Article describes the studies at the two universities, students' reactions, contacts with Russian people, and visits to youth camps.


Describes methods used in teaching foreign languages to 5- and 6-year-olds, based on an experiment begun in 1957 at the suggestion of the Herzen Pedagogical Institute.


Discusses a study made by the Azerbaijan Soviet Socialist...
Republic Ministry of Education on the current state of the Azeri language, as taught and studied in Azerbaijan in the first half of the 1966-67 school year.

See also nos. 17, 38, 62, 73, 76, 80, 82, 83, 91, 125, 126, 135, 183, 212, 215, 221, 222, 224, 261, 265, 268, 280, 288, 303, 307, 308, 312, 322, 324.

Learning Research


Information on research carried out by the Institute on the psychology of learning.

See also nos. 183, 265, 298, 324.

Lenin


Describes Lenin's view of education within the context of modern intellectual history. "... the new Soviet school remained for him a school. Its chief responsibility was to teach a body of received knowledge and cognitive skills useful for the internal development of the country. Schools would thus remain instruments of statecraft, as education in general was an extension of politics."

See also nos. 102, 131, 132, 148, 151, 167, 205, 207, 280, 283, 285, 337.

Libraries


Information on academic (belonging to higher education institu-
tions), agricultural, medical, public, and technical libraries; the Li-

brary of the All Union Academy of Sciences in Leningrad; the Insti-
tute of Scientific Information and Fundamental Library of the Social
Sciences of the USSR Academy of Sciences, and the Institute of Scien-
tific and Technical Information of the Academy of Sciences.

143. KONDAKOV, J. P. "Library Service for a Nation Covering a

202-09.

This paper, presented at the Thirty-Third Session of the Inter-
ternational Federation of Library Associations' (IFLA) General Council,
Toronto, Canada, Aug. 1967, describes the development and growth
of the library network in the Soviet Union; the role of public librar-

ies in the education of the masses; the diverse requirements of
library users in different parts of the country; and library provisions
for children and adults in the outlying areas, e.g., in Kazakhstan and
Siberia.

144. MOROZOVA, E. N. "Some Trends in the Mechanization of Li-
brary and Bibliographical Operations at the State Public Library for
Science and Technology of the USSR." Libri 17, no. 2, 1967. pp
142-45.

Paper was presented at the Thirty-Second Session of the IFLA (In-
ternational Federation of Library Associations) General Council, Com-

See also nos. 15, 25, 33, 54, 81, 109, 119, 145, 146, 147, 150, 172,
182, 228, 250, 265, 268, 269, 288, 291, 331.

Library Science

145. NOVIKOVA, E. A. "Present Trends in Cataloguing in the
U.S.S.R." UNESCO Bulletin for Libraries: XXI, no. 1, January-Febru-

Information on papers presented at the Scientific Conference on
Cataloging, held in Moscow, Mar. 30-Apr. 3, 1965.

146. SINKAIČIŪnas, K. "U.S.S.R., Lithuania: Higher Education of

Information on education of librarians in the Department
of Librarianship of the Vilnius State University, part-time library
studies available at the University's Extramural Section and Evening
Faculty, and education of library specialists for children's public,
school, technical, and various scientific libraries.

147. VERNER, MÁTHIÁDÉ. "East European Librarianship: After-
thoughts from a Library Tour." Comparative Education Review: 10,
no. 1, February 1966. pp. 73-79.
Based on a study tour to the USSR and some Eastern European countries, this article discusses university programs in library science in the USSR, training for library work outside the universities; organization of library networks, cataloging, collections, and other relevant information.

See also nos. 91, 103, 144, 182.

Linguistics

See nos. 26, 183.

Literacy


Describes the developments and methods established to eradicate illiteracy after the October 1917 Revolution; the undertakings of the Communist Party and the Soviet Government to raise the educational, cultural, and technical levels of workers and peasants; and the cultural and educational growth of the population from the Revolution through 1963. Appendix i gives Lenin's "Decree on the Elimination of Illiteracy Among the Population of the R.S.F.S.R."


Literature


“In recent years the Soviet Union and the other Communist nations of Europe have witnessed a growing intellectual ferment . . . As this study points out, the revolt got underway after the death of Stalin in 1953 . . . The ideological turmoil which followed the 20th Congress of the Party in early 1956, at which Khrushchev delivered his well-known 'secret speech' on Stalin's crimes, had an inescapable effect on the literary situation . . . Writers . . . began to attack most of the institutional devices by which the Party had sought to make the 'party spirit' the major criterion in literature and art . . . Such reactions against Party controls were, indeed, widely expressed, most significantly so among students in the higher educational institutions . . .”

See also nos. 186, 192, 272.
Literature, Children's

150. MEDVEDEVA, N. "Russian Children's Literature on the Contemporary Stage." International Library Review: 3, no. 2, April 1971. pp. 133-40:

Information on the stand adopted by the Communist Party and the Soviet Government for the successful development of children's literature, the kinds and numbers of children's publications; research conducted on children's reading interests by institutes of learning, libraries, and publishing houses, investigations into the field of the development of theory and criticism of children's literature carried out by the Institute of Culture, the Academy of Pedagogical Sciences, and the House of Children's Books, in Moscow, Leningrad, and Tbilisi; and titles of various literary works which are popular with children.

See also no. 24, 119, 215.

Literature, Teaching of


"Every effort is being made to retain in the literature programs of the Soviet schools and universities all the best work of the Russian literary giants of the nineteenth century. . . . Thus the teaching of literature and the humanities is mainly turned to the past, toward the study of the history and literature of the presocialist epoch, and the teacher must possess the necessary skill to extract from a work of art, created in a bourgeois society, and by an artist alien to the socialist order of things, the components most useful for Soviet education. . . ." Author discusses Soviet literary theories based on the basic precepts of Marx and Lenin.

See also nos. 83, 104, 150, 197, 280, 307, 312.

Makarenko, Anton S.


Review article of A. S. Makarenko's Problems of Soviet School Education.
Manpower


Reviews and examines developments in Soviet education, manpower training policies, development and the utilization of specialized professional manpower in the Soviet economy and the influence of specialized high-level manpower on the managerial, organizational, technical, and research capabilities of the USSR.


Discusses efforts made by Soviet officials and scholars to study the problems encountered in planning manpower resources, goals and achievements of the 7-year plan (1959-65), plans for the years 1966-70, and the increasing reliance on the educational system as an instrument for regulating the supply of labor in the economy.


Report "presents estimates and projections of higher and specialized secondary school graduates employed in the civilian labor force of the USSR, by field, for the years 1950 to 1973," and "describes the training of these specialists, emphasizing the institutional framework and quantitative trends in admissions, enrollment, and graduations, discusses the results of the projections, and gives the assumptions and methods used in preparing them."

See also nos. 46, 47, 55, 56, 60, 62, 63, 66, 73, 76, 101, 106, 162, 181, 205, 241, 251, 253, 278, 282, 331, 337, 339, 346.

Mathematics, Teaching of


Based on reports by mathematics educators who visited mathematics education facilities in the Soviet Union from Aug. 27 to Sept. 9, 1966, this article lists the facilities visited and provides information on special programs for mathematically talented students, teacher education in mathematics, and curriculum development and evaluation.

"The latest and most ambitious effort by Soviet mathematics educators to identify and develop young mathematical talent is the establishment of secondary schools offering specialization in mathematics. It is the programs of these mathematics secondary schools with which this report is concerned..." Appendixes include curriculum tables and examination tickets for computer-programmer trainees in grades 9 and 10, and abstracts of a course syllabus for pedagogical institutes preparing teachers for computer-programmer schools.

See also nos. 19, 80, 82, 91, 104, 230, 254, 268, 278, 280, 288, 307, 308, 312, 321, 334.

Medical Education


Describes the kinds of facilities and studies available to physicians to improve their professional skills, e.g., institutes and chairs for the advanced professional training of physicians, day courses, day courses combined with correspondence courses, television courses.

See also nos. 43, 56, 91, 95, 99, 101, 103, 104, 109, 173, 202, 208, 280, 288, 308, 319.

Military Education


Soviet views on the need for military-patriotic education, the organization and content of military-patriotic education, training and indoctrination of school children, and significance of military patriotic education are some of the subjects covered in this publication.


"Soviet military colleges are of three types, secondary, with a three-year course of study, and higher, with four- and five-year courses. The first usually train various kinds of technicians, the second primarily command personnel for all branches of the armed forces except the navy, and the third highly qualified engineers for all branches and also officers for the navy."


"The 1968-69 school year brought interesting emphasis on basic military training in regular secondary schools in the U.S.S.R. . . . The
curriculum would include study of decisions of the Communist Party regarding the defense of the country, the role of the Soviet armed forces, basic requirements of the military oath, study of the soldier's actions in battle, and... civilian defense training. Article includes quotes from several Soviet sources on the subject of military training in secondary schools.

See also nos. 98, 206, 259, 268, 280, 288, 303.

Ministries of Education


Minorities


"The emphasis in this study has been on the availability of primary and secondary education in the native languages of the Soviet peoples and on the opportunities for these nationalities to obtain higher education...."


Author cites three reasons for concentrating on the Moslem population in this study: The Soviet Moslems or those of Moslem background constitute a large part of the population of that country; they were greatly discriminated against under the Tsars, and their progress under the Soviet regime would be an important test of how effective Soviet policy has been in raising the level of minorities; and it is easy to trace Moslem peoples in the statistics of the Tsarist government but almost impossible to do so for some of the other minorities. Statistical information is given on the numbers of students in schools in the Moslem Republic from 1914 through the 1960's.


Includes the following information on the Yiddish-language schools: The theoretical basis for their development; their philosophy, curriculums, textbooks, and Jewish content; the effect on them of World War I and of the Russian Revolution, their decline; and World War II and their final liquidation.
166. SHIMONIAK, WASYL. "Education of Minorities in the U.S.S.R." 

Article is divided into subject headings as follows: Education Before 1917, Communist Reforms, Religion and Schools, Educational Accomplishments. Tables are given on the population of the Soviet Union, by major nationality grouping, for 1926, 1939, and 1959; distribution of students in higher educational institutions, by nationality, for 1960-61 and 1963-66, and distribution of students in higher educational institutions, by Republics, for 1933-34 and 1965-66.


Moral Education


"Discusses the role of the Soviet school as an institution dedicated to the teaching of the moral code of the builders of Communism—to the rearing of the 'New Soviet Man'. . . ."

See also Character Education and nos. 20, 49, 57, 60, 62, 74, 119, 128, 129, 130, 196, 205, 210, 211, 215, 265, 266, 267, 280, 288, 296, 315, 317.

Moscow University


Author "was an exchange student in the Juridical Faculty at Moscow State University during the academic year 1965-66." In this article, he discusses students' ferment within the faculty and the reactions of the academic establishment and the Communist Party to students' criticisms.


The author was one of a number of participants in the Soviet-American academic exchange program in 1965. He describes his experiences at Moscow State University, where he lived among the Soviet students, attending their seminars and political meetings. "... The evocative picture that emerges of life at Moscow University is an extraordinary study in cultural, social, and educational contrasts. . . ."
Music Education


The author was invited to attend the 100th anniversary celebration of the Conservatory, held Oct. 15-22, 1966. One of the "highlights" of the week's celebration was a visit to the Central Elementary Music School located near the Conservatory. This school, which accepts 6-year-old children who are unusually gifted musically, combines a general elementary education program with specialized music education.


Article is divided into the following subject headings: General Schools, Special Music Schools, Extra-Curricular Music, Teacher Preparation, General Trends, Critical Observations.


Lists the conservatories, academies of music, other music institutions; international competitions, music libraries, archives, and documentation centers of international standing; collections of musical instruments, national and international organizations, societies, and institutions of music and music education, national and international music periodicals.

See also nos. 103, 109, 193, 215, 265, 268, 280, 288, 334.

Nationalities


Natural Sciences

See nos. 196, 237, 297.

Natural Sciences. Teaching of

See nos. 280, 297, 312.

Nurseries

Nursing Education


Information on administration, admission requirements, and curriculums for the different specializations in nursing.

Octobrists

See nos. 95, 259, 332.

On-the-Job-Training

See nos. 4, 56, 74, 89, 95, 106, 147, 205, 251, 253, 259, 267, 269, 280, 282, 328, 332, 338, 346.

Organization of Education


Out-of-School Activities


Parents-Teachers


Part-Time Studies


Based on an official visit to the Soviet Union in 1963, this study describes the development of part-time education and provides information on part-time general elementary-secondary education, higher and secondary specialized education, and informal part-time education. The 23 text tables include information on curriculums, enrollments, graduations, etc., appendix B gives the April 1964 Decree of the USSR Council of Ministers on Part-Time Education, and lists A and B present...
the higher education correspondence institutes and correspondence secondary specialized schools, respectively.


Party Schools

See nos. 25, 28, 62, 95, 160, 206, 259.

Patriotic Education


Pedagogical Institutes


Pedagogy


Describes the contributions to the development of the Soviet school system of, for example, Krupskaya, Lunacharsky, Makarenko, Pokrovsky, and Shatsky; the organization and functions of the Academy of Pedagogical Sciences of the USSR and the Academy of Pedagogical Sciences of the RSFSR, and the scientific research institutes of pedagogy of the Union Republics.

Peoples' Friendship University


Information on the development and objectives of the University; its faculties and the programs of studies offered in each faculty; admission requirements, curriculums, diploma or degree requirements on the undergraduate and graduate levels; numbers of foreign students, by continent or country of origin, and foreign student associations and student clubs. Includes a list of significant dates and events in the life of the University from 1960 through 1969 and the names and positions of the senior faculty members at the time of publication.


This publication, in English, French, Russian, and Spanish, includes information on the administration and organization of the University.
its physical facilities, e.g., laboratories, lecture halls, and library; programs of studies, numbers of faculty members and students, and student activities.


Author visited the University in 1961, 1965, and 1972; he reviews the University's development from 1960 to 1972; provides information on its administrative and teaching staffs, faculties, students, and programs of studies; gives the curriculum for the Engineering Specialty of Industrial and Civil Construction at Lumumba University and at a standard Soviet engineering school for 1967 and 1971, respectively; includes statistics on enrollments and graduates; and lists the strengths and weaknesses of the University on the basis of its years of operation.


Article is based on the author's visit to the Soviet Union in 1970 and his discussions with University officials. Information is given on the structure of the University, its recruitment practices, programs of studies, the student body, and student problems, e.g., homesickness.


A collection of articles contributed by students, from 23 countries, studying at Peoples' Friendship University. A section, by the University's prorector, describes the objectives of the University, its structure, programs of studies, teaching methods, and provisions for students' rest and recreation.

See also nos. 73, 125, 127, 259, 280, 324.

Peoples' Universities

See nos. 54, 95, 248, 280.

Periodicals


"The purpose of *The Soviet Review* is to provide readers with a cross-section of significant articles published in Soviet periodicals in the social sciences and humanities. Sample contents: . . . Public Education, Science, and Culture in the USSR; Manpower and Labor Productivity."

"Deals with all aspects of progress and research in international and comparative librarianship, documentation and information retrieval, in national, public, university, and special libraries."


Sample content: "Some Problems in Learning Russian as a Foreign Language (Essays on Psycholinguistics)."


The *Review*, published in February, June, and October, "is the official journal of the Comparative and International Education Society, an organization of scholars and teachers of Comparative and International Education, founded in 1956 to advance knowledge and teaching in this field."


"Each issue of *The Current Digest* is based on a close reading and analysis of one week's contents of Pravda and Izvestia and contains translations from these two leading dailies and selected articles from many other Soviet newspapers and magazines. . . ." Sample contents: The Arts, Education, Literature, Religion, Science, Sports and Recreation.


"This publication contains current news and commentary monitored by FBIS from foreign broadcasts, news agency transmissions, newspapers, and periodicals. . . ."


"The Foreign Policy Association publishes *Intercom* as a special service for world affairs program planners, teachers in schools and colleges, librarians and others interested in education and the world affairs who want to have at their fingertips the latest and most com-
plete coverage of what is going on in the world affairs field. Sample contents: Education; The Soviet Economy; U.S.-U.S.S.R.: Official Exchanges Programs; The Problems of Minority Groups.


190. _______ Studies on the Soviet Union. Munich, Germany: The Institute. Quarterly. Includes articles on Soviet economy, education, youth, etc., and reviews of books and periodicals.


192. MAKAROV, ALEXANDER L., and ANATOLY A. MKRTCHIAN, eds. Soviet Life. Washington: Soviet Life Editorial Board, Monthly. "The only magazine circulated in the United States by reciprocal agreement between the governments of the USA and the USSR. Articles on economics, science, education, art, literature, sports..."

193. NOAH, HAROLD J., and BEATRICE BEACH, eds. Soviet Education (A Journal of Translations). White Plains, N.Y.: International Arts and Sciences Press, Inc. Twelve issues a year. "The journals are concerned with Soviet preschool, primary, secondary, vocational, and higher education, curricula and methods of the subject fields taught in the schools, the pedagogy of art, music, and physical education, and special education programs for abnormal children..."

194. PETERSON, A. D. C., Editorial Board Chairman. Comparative Education. Hedington Hill Hall, Oxford, England: Pergamon Press. "Comparative Education is a British and Commonwealth journal which is published three times a year... This international journal of educational studies aims to present up-to-date information on significant educational trends throughout the world..."


Sample contents. Contemporary Natural Sciences and Scientific World View; Moral Choice as a Form of Exercising Moral Freedom.

197. TREADGOLD, DONALD W., ed. Slavic Review (American Quarterly of Soviet and East European Studies). Formerly The American Slavic and East European Review. Columbus, Ohio: Ohio State University, American Association for the Advancement of Slavic Studies (AAASS). Articles on various aspects of Soviet life and culture; e.g., agriculture, education, literature, religion, and sociology.


The purpose of the periodical is "publication of scholarly articles, communications, reports and reviews on all questions of education and related fields as far as they are of international interest."


Articles discuss, for example, foreign language orientation and study in a specific country or countries, international competitions in such fields as music, and various other educational and cultural exchange programs and visits.


The purpose of the publication "is to provide analyses and significant background information on various aspects of world communism today."


"The report contains information on government and party structure, policy and problems, law and social regulation, education, and cultural and social aspects of Soviet life."

See also nos. 9, 172, 259.

Pharmacy Education


Information on administration, admission requirements, curriculums, examinations, and graduation and licensing requirements; and the names and addresses of the schools in each Republic. Appendixes list, by country, the schools of pharmacy, numbers of pharmacists, and conditions governing the practice of pharmacy in each country.

See also nos. 43, 103.
Philosophy of Education


"The opinion of Nikolai Ivanovich Pirogov (1810–81) provided the basis for much of the widespread debate on the 'university problem' which preceded the adoption in 1863 of the General Statute of Russian Universities. Though Pirogov's equally important views on primary and secondary education and his general pedagogical philosophy have been examined in some detail, there is no systematic treatment of his views on university reform. . . . The purpose of this article is to help elucidate those views. . . ."


". . . In order that we can see the extent of Marxian principles in Soviet education, we have to describe briefly the following topics: Soviet experimentalism in the 1920's, problems of methodology, polytechnical education and Anton S. Makarenko. . . ."


Discusses educational policies, practices, and theories of Krupskia, Lunacharskii, Makarenko, and other Soviet educators, educational policies under Lenin; the effects of World War II on Soviet education, the development of polytechnical education, its decline during the 1930's and into the postwar period, and the renewed interest in it after Stalin's death in 1953; reforms in 1958 under Khrushchev; reforms of the 1960's, development of and interest in programmed instruction; the role of the USSR Academy of Pedagogical Sciences in implementing educational reforms, and other developments, failures, and successes of Soviet education from 1917 to the 50th anniversary of the Revolution.


Physical Education

See nos. 60, 119, 162, 193, 215, 224, 255, 259, 265, 267, 280, 288, 297.

Physics, Teaching of

See nos. 82, 104, 158, 230, 278, 280, 307, 308, 312.
Pioneers


Political Education


Describes the organizational structure and activities of the Komsomol organization within the Armed Forces whose “main task is to educate young servicemen in the spirit of utter devotion to the Communist Party and the Soviet country . . .”; the education of service personnel “in the spirit of Communist awareness” through Marxist-Leninist courses, which include group lectures and independent study, mass political propaganda (lectures, rallies, wall newspapers), and cultural-educational work (books, films, radio, theater); and provides various other information on the political education and training of the Armed Forces personnel as required by the CPSU Central Committee’s political apparatus and organizations within the Soviet Armed Forces.

See also nos. 4, 25, 26, 28, 54, 71, 95, 115, 129, 130, 132, 134, 160, 167, 205, 222, 244, 245, 259, 262, 280, 332.

Politics of Education

See nos. 26, 33, 54, 63, 66, 73, 102, 130, 132, 133, 134, 140, 205, 209, 244, 245, 248, 251, 255, 280, 281.

Polytechnical Education


Discusses different concepts of present-day polytechnical education: historical roots of “polytechnism”; polytechnical education in the Soviet Union under Lenin, Stalin, and Khrushchev; and criticism and modification of polytechnical education in the post-Khrushchev era.


Article is concerned with “polytechnical education as it is used in the USSR and as it can be applied in the USA” and “with the identification of factors which will permit a more rigorous study of the need for a different concept of liberal education.” Author analyzes the approach to educational problems that theoreticians in both countries consider important and that are of interest, to comparative
educators, e.g., John Dewey's reflective thinking approach to educational problems and Karl Popper's dualistic approach to the study of society.


Postsecondary Education


Headings as follows. Role and Goals of Post-Secondary Education in a Technological Society, Post-Secondary Education and Manpower Planning, Accessibility and Costs of Post-Secondary Education, Higher Education and Social Mobility, New Developments.

See also nos. 55, 224, 238, 265, 307, 308.

Preschool Education


Translation of the program developed by a joint commission of the Academy of Pedagogical Sciences of the Russian Republic and the Academy of Medical Sciences of the Soviet Union. The program defines the educational objectives and organization of activities to be followed in the upbringing of children from birth through age 7. The appendix provides model daily schedules for the different age groups.


Translation of a program prepared jointly by the Academy of Pedagogical Sciences and the Academy of Medical Sciences. The program does not only communicates clearly and in considerable detail the ways and means of proper education of children aged two months through seven years, but also the philosophies that should guide that education.


The author lived in Moscow from August 1969 to May 1971. In this article she discusses various aspects pertaining to the care and up-
bringing of preschool-age children in the Soviet Union; the concern of parents with the quality of the preschool institutions that their children attend, and the relatively low percentage of children enrolled in preschool institutions because of the parents' unwillingness to leave young children in nurseries. The objection of some parents to the emphasis that kindergartens place on collective activities rather than on individual needs and abilities of children, the lack of kindergarten spaces in many areas, and the inferior quality and quantity of rural preschool institutions as compared with these in the cities.


Information on the development of education for preschool-age children; the various types of preschool establishments, their administration and organization, nurseries and kindergartens and the kinds of care and educational work children receive in each, and the research being carried out on preschool education by the Academy of Medical Sciences of the USSR.


... while there are important similarities between American and Russian attitudes toward children, there is an important difference: the Soviets have long been devoting educational and institutional energies to a field we are only just in the process of discovering—preschool education. This book ... stresses what Russian preschool education does ... It enters the classroom, observes the games, and lets children and teachers speak to tell their own story ... .


Programmed Instruction


Information on television teaching and its problems, the funda-
mental characteristics; machine and manual control in programmed instruction, electronic teaching machines, compilation of programs, and the role of the teacher.

See also nos. 3, 53, 59, 73, 74, 75, 158, 205, 254, 256, 280, 307, 308, 309, 310, 325.

Psychological Research

See nos. 22, 139, 183, 265, 280, 288, 299, 315, 324.

Psychology of Education


Psychology of Learning

See nos. 54, 59, 139, 152, 183, 265, 298.

Reading, Teaching of


Article is based on a visit to five countries, including the USSR. A meeting was held at the Institute of Defectology, Moscow, which is concerned with the mentally and physically handicapped and with disabled readers. The Institute's program was described, i.e., the care and schooling children receive, depending on the individual problem.


"The methods and materials used in reading instruction during the first school year are the subject of this report which is based on inspection of school textbooks, interviews with Soviet educators and children's librarians, statements of adults who have learned to read under the system, and observations of the children..."

See also, nos. 130, 215-280.

Religion


Under the heading, "Chronology of Atheism, Religion, and Education in the Soviet Union," the author lists the decrees issued on the subjects from 1917 to 1969-70, and under the "Selected Bibliography on Religion and Atheism in the Soviet Union," he lists "the main.
accessible works in Russian, German, French, English, Hebrew, and Yiddish,” with annotations for the Russian titles.

See also nos. 14, 20, 26, 62, 131, 186, 319, 320.

Religion, Teaching of


Analyzes various laws in the Soviet Union on the teaching of religion, which provide answers to the following questions: “Is it legal in the Soviet Union to teach religion, to teach the Bible? And, if so, what are the limitations prescribed by Soviet law?”

See also nos. 14, 20, 45, 95, 166, 197, 259, 268, 280, 281, 288, 292.

Repeaters

See no. 254.

Republics


Discusses the “national question” in the Ukraine; elementary, secondary, and higher education, and the study of languages. Statistical information is included.


This report, submitted to the Thirteenth International Conference on Education, held in Geneva, Switzerland, in September 1973, describes the activities of the Ukrainian Ministry of Education, the development of education in the Ukrainian Republic, the structure and organization of teaching methods, curriculums, and textbooks; teacher education; school construction and equipment of study rooms and workshops; the state of preschool education, extramural educational work; physical education, the school and pedagogical science at the modern stage of development, and the international cultural, educational, and scientific cooperation between the Republic and other countries and various international organizations.


Research


Information on children from the USSR is included in this sample study, conducted between 1950 and 1960, on 1-year-old children.


"There have been essentially three kinds of occupational attitude studies in Soviet Russia. (1) the rating and rank-ordering of occupations by secondary school graduating students according to their general 'attractiveness' (poziulekate,'nost'); (2) surveys to determine the occupations that parents of secondary school students find most desirable for their children; and (3) studies of the occupational plans of the students themselves. . . . " Article analyzes these studies, which "provide invaluable information on some aspects of social stratification in Soviet society."

Research and Development


Includes information on the organizational structure and central planning of and the impact of the Soviet scientific community on Soviet research and development, the three tasks of science policy and the impact of Soviet conditions; application of research and development results in production and favorable and unfavorable factors in the development and introduction of new products and processes; and reforms introduced to correct some of the major weaknesses characteristic of the system in the early 1960's.


"This volume surveys the background and development ... of the Soviet research and development establishment and analyzes Soviet published data on the scale and the rate of growth of the research and development effort, the number of institutions, the size and composition of the scientific labor force involved, and the research and development budget...."


"The author clearly delineates problems besetting Soviet R&D, but he also points to future solutions and rather ominous implications for the free world...."

See also nos. 59, 66, 73, 95, 154, 205, 251, 253, 278, 280, 288, 339.

Scholarships

See nos. 95, 265, 269, 280, 303, 323, 324, 338.

Schools for Rural Youth

See nos. 4, 26, 51, 56, 80, 95, 98, 101, 174, 212, 223, 250, 253, 267, 268, 269, 280, 323, 328, 332, 338.

Schools for Working Youth

See nos. 4, 5, 26, 56, 80, 89, 95, 98, 104, 174, 223, 250, 253, 268, 269, 280, 282, 328, 332.

Science Education

Article is based on author's visit during April 1967 to a new experimental science high school (the Physics-Mathematics-Chemistry Boarding School) attached to the Novosibirsk State University in the USSR.


Science Policies


Discusses the development of research problems created by the growth of research, efforts to improve coordination of scientific research, financial expenditures on research, and the status of scientists.


In this article, based on an address to a general meeting of the Academy of Sciences of the USSR, the author lists and discusses six conditions that "are essential for the successful application of scientific and technological discoveries in industry" and draws a comparison between Soviet and U.S. scientific policies.


Discusses ways in which scientists' work may be influenced in order to raise the efficiency of their research efforts.


Discusses the "shortcoming" in the organization of scientific research and offers suggestions for improvement.


Leading article in Pravda. 213 (17, 165), Aug. 1, 1965, on the rapid growth of the network of academic organizations from 1958 to 1964; some of the problems created by this rapid expansion, e.g., lack of sufficient scientific staff and modern scientific equipment, and means that could be developed to help solve the problems.


Discusses research problems and suggests three stages by which technological innovation might be accelerated.

See also nos. 14, 51, 60, 73, 74, 95, 205, 227, 229, 256, 259, 268, 278, 280, 281, 284, 285, 306, 339.
Sciences, Development of


"This article attempts to describe certain methodological problems involved in the prediction of the future course of development of the natural and technological sciences. Special attention is paid to the use of mathematical methods in generalizing the historical experience of the development of science and in making predictions about its future."

See also nos. 280, 284.

Secondary Education


Discusses the reasons for the increase in graduates from secondary schools in 1966 as compared with 1965, and problems with which Soviet authorities were faced in trying to accommodate students who planned to continue their education after completing secondary schooling.


Information on the principal kinds of secondary schools; i.e., secondary polytechnical, specialized, vocational-technical, external, and special. Curriculums are given for secondary polytechnical schools before and after the 1961 reforms and for the 8-year school for August 1964.

240. Havighurst, Robert J. "Middle schooling in the Soviet Union." Comparative Perspectives on Education (See item 30). pp. 49-54.

Describes the development of secondary education; the secondary school reforms of 1958 and the consequences of the reforms, and the changes in secondary education in 1964.


Secondary General Education

See nos. 3, 17, 23, 35, 36, 46, 47, 50, 55, 56, 60, 73, 74, 84, 91, 95, 101, 154, 162, 174, 205, 221, 222, 223, 224, 243, 250-251, 253, 259, 265, 267, 268, 269, 280, 288, 322, 324, 327, 328, 332, 338.
Secondary Specialized Education


Seven-Year Schools

See nos. 35, 56, 95, 205, 259, 330, 338.

Social Change


Some of the topics covered are early Marxist theories of population, developments in Soviet population theories, population growth during the 1950's and 1960's, projections for population growth to 1985, age-sex composition of the population, population changes from 1959 through 1965, preschool- and school-age population, and ethnic composition of the population of the Soviet Union. The appendix tables provide various statistical data.


The "two forces" which "provide the central focus" of this study are "the profound and rapid pace of social change that the Soviet Union experienced after 1917 and the ideological imperative that shaped official policy toward the family. . . ." The author "gives ample attention to communist ideology, government policy, and institutional response, yet does not neglect the meaning of these processes for the individual family member. . . ."

213. KUZIN, N. P. "The Socialist Revolution and Education." Education in the USSR (See item 333). pp. 5-23.

Describes the factors that brought about the Soviet social revolution, the development of education, the principles on which the Soviet educational system is based, the administration, financing, and organization of education, and all levels and types of the educational structure.

Social Education

*See* nos. 221, 315.

Social Sciences, Teaching of


"Part I of the report provides a brief background on the development of the course, its aims and political significance, and requirements for the ideological indoctrination of teachers. Part II presents the English translation of the original text of the course syllabus as published by the Soviet government."


This article "is a condensation from the official textbook (G. H. Shakhnazarov, ed., *Social Sciences*, translated in and reprinted from *Soviet Weekly*, May 2, 1963, p. 8) used in a social science course in Soviet schools. Marxism has scientifically proved, the authors of the textbook proclaim and the Soviet students learn, that once the economic and political conditions are ripe . . . man can be perfected."

*See also* nos. 25, 26, 73, 82, 115, 117, 151, 228, 258, 268, 280, 307, 330, 534.

Sociology


Discusses the development of sociology, during the past decade and a half, as one of the most active fields of scientific inquiry and the reasons for its development; surveys the institutions engaged in sociological research, the principal areas of study, and some of the findings; and assesses the broader implications which the development of sociology may have on the future evolution of Soviet society.

*See also* nos. 23, 25, 26, 35, 57, 8, 69, 70, 95, 107, 132, 185, 197, 221, 222, 241, 242, 245, 268, 280, 281, 288, 292, 295, 296, 317.

Sociology of Education


Information on studies in the sociology of education carried out during 1963-65 by the Philosophy Department and the Sociological Laboratory of the Ural State University in Sverdlovsk. The investiga-
tions were focused primarily on the educational expectations and career plans of students attending secondary schools in the major industrial cities of the Urals.

*See also nos. 54, 70, 74, 215, 256, 265, 317.*

**Soviet Agriculture**


Article "describes the principal quantitative changes in the body of specialists working in agriculture . . . and suggests some hypotheses about the effects these changes may be having and may expect to have in the future. . . ." Tables give numbers of agricultural specialists with higher or specialized secondary education employed in the national economy, in agriculture, on collective and state farms, and in auxiliary establishments from 1941 through 1963, the percentage of managerial and specialist positions on farms filled by trained specialists during 1963 and 1964; and information on various types of programs available for agricultural education and training.

*See also nos. 118, 197, 205, 253, 280.*

**Soviet Economy**


Includes information on education, e.g., on factory schools, vocational-technical training, and related information pertaining to training for the development of the economy.


"This report . . . describes briefly the scope of activities and administrative structure of the education sector, discusses the level and composition of employment, outlines the wage payment system, and presents data on wages in the sector during the years 1950-67. . . ."


Includes information on education and its use in manpower planning and the labor force.


For annotation, see items 73, 154, 155, 241, 251.


Includes information on education, e.g., numbers of students in secondary schools in 1928-29 and 1933-34 (p. 196), information on secondary general and technical education, and the total numbers of students ages 15-18 during the 1940-41, 1955-56, 1958-59, and 1965-66 school years (pp. 350-51).


Soviet Education


The translated articles are included under the following major headings: Soviet Youth, Educational Psychology, Preschool Education, Elementary Education, Secondary Education, Higher Education, Grade Repeating, Mathematics Education, Genetics Education, Programmed Instruction, Communist Upbringing, Economics of Education, Statistics.


This report of a 1964 International Field Study Mission by School Administrators to the USSR includes sections on communist philosophy and goals of education; preschool, elementary, and secondary education, boarding schools, polytechnical education, technical and vocational schools; higher education institutions, the Academy of Pedagogical Sciences; the Teachers' Trade Union, the International Friendship House in Moscow and the House of Teachers in Leningrad; Pioneer camps and palaces; and sports clubs and facilities.


Author examines the factors leading to the educational position that the Soviet Union has achieved internationally. Subject headings are Regional Influences and Historical Developments, Influences of the Education Theories of the Revolution and A. S. Makarenko.
Soviet Criticism of Western Educational Theories, International Debit and Credit of Soviet Education.


Reviews the development of Soviet education after the Bolshevik Revolution, and the changes in development of Soviet education during the Stalin, Khrushchev, and Brezhnev-Kosygin eras.


Analyzes the All-Union Congress of Teachers, held in Moscow July 2-4, 1968. Of primary concern to the Congress were problems anticipated in making the transition to universal (10-year) secondary education. The Congress also discussed plans for Party organizations to take a more active role in school activities, the need for improving the administration and leadership in the schools, plans which have been made in the field of higher education, and measures adopted by the Academy of Sciences for improving organization and financing of scientific research in the social sciences.


Lists items from 1917 through 1971. These include dates of education decrees, Communist Party Congresses, founding of various universities and youth organizations, and numerous other events that affected Soviet education.


Outlines the development of Soviet education from 1917 to 1967.


For annotation, see items 67, 102, 134, 138, 260, 262, 270, 271, 301.


"Extended and repeated observations of Soviet schools and society enable the writer to reach the conclusion that, rather than educating, the Soviet schools are instructing, training, informing selectively, and indoctrinating... Even though the Americans presently are winning the 'Cold War of the Classroom,' the Soviet potential for educational achievement should not be underestimated. Considering past behavior... the Soviets will not rest on their laurels, but will continue to exert strong educational efforts in attempting to catch up and surpass the United States."
Discussion of the ideal and real aims of Soviet education, educational problems, and new trends in Soviet education.

The purpose of this study is two-fold. (1) to examine the functioning organizational structure of Soviet public education in relation to the flow of educational manpower, and (2) to measure the quantitative effort of Soviet public education, making general comparison with the American educational endeavor."

Chapter headings as follows: I. The Soviet Scene; II. Early Childhood and Preschool Education; III. Elementary and Secondary Education; IV. Higher Education, Adult Education, and Research; V. Teacher Training; VI. Scientific and Educational Information Dissemination; VII. Perspectives on Soviet Health; VIII. Summing Up—Soviet Lessons for American Education.

Chapter 1 outlines educational developments from 1917 to 1967, Chapters II through XI describe the educational system of 1967 under the following headings: preschools, general schools, technicals and trade schools, special schools, administration and finance, youth organizations, moral education, school discipline, and delinquency, teacher training; higher education; and adult education.

In this publication, based on her visit to various schools in several cities of the USSR during October 1969, the author describes new developments in Soviet education at all levels. The appendix includes information on boarding schools and special schools, a curriculum table for the 10-year general schools, and educational statistics.

Part I, "Development Themes in Soviet Education," discusses educa-

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tion in prerevolutionary Russia, education under the Soviet regime, and special Party concerns with education. Part II, "Modernization of Soviet Schools in Different Regions," includes chapters, for example, on Soviet national policy and education, education in the various Republics, and the cultural and educational position of the Jews.


"This paper is intended as a brief overall view of the Soviet education system, and of some elements of that system about which U.S. education officials have expressed particular interest. An Addendum provides relevant information on the 1964 revisions of the Soviet education reform measures of 1958, and the effects particularly of vocational training as part of general education."


Discusses the factors leading to the 1958 education reform, the difficulties encountered by the 1958 reform, and the reforms of the 1960's.


Information on changes in secondary schooling, polytechnical education, curriculums, textbooks, upbringing, extracurricular work, pedagogical research and plans for future research in pedagogical theory, and higher education.


See also nos. 9, 10, 11, 14, 19, 35, 40, 45, 46, 47, 50, 66, 70, 71, 72, 73, 74, 75, 78, 80, 81, 84, 91, 96, 97, 98, 102, 111, 115, 132, 134, 151, 154, 160, 181, 186, 188, 189, 190, 192, 193, 197, 201, 204, 205, 215, 249, 251, 273, 274, 275, 276, 277, 278, 279, 280, 281, 286, 294, 317, 322, 324, 325, 327, 352, 338, 339, 346.

Soviet Education, Teaching About


For annotation, see items 274, 275, 276, 278, 279, 281.

Author describes the course, inaugurated by him in February 1958 at New York University, and "devoted, exclusively to the school system of Soviet Russia. . . . The scope of this course was comprehensive, so as to furnish each student . . . with a full picture of contemporary Soviet education in relation to its historical background. . . ."


"The interest on the part of American educators in the Soviet school system rose sharply in October 1957, after the appearance of Sputnik. It was, therefore, only natural for specialists in comparative education to become concerned with the accuracy of the information on Soviet education which was being given to the pedagogical profession and to the general public. This was the background for the decision to devote the Fifth Annual Conference on Comparative Education to the theme, "Teaching about Soviet Education." See pp. 221-41 on papers presented at the Conference, held Apr. 25, 1958.


"This paper suggests some ways by which facts about Soviet education can be introduced effectively into education courses in America. . . ." Two "ideal types" of teaching approaches are described and analyzed: The "internal systems" approach, which "deals in a systematic and intensive fashion with a culture's educational theory, policy, or practice largely in isolation from comparative problems" and the "comparative problems" approach, which "represents the study of the way in which various cultures deal with a certain number of similar educational problems and concepts."


"Russian education is authoritarian both in theory and practice, but it contains several features worthy of study." Subject headings are: Russian Education Authoritarian, Objectives of Russian Education, Some Positive Features of Russian Education.

278. LONDON, IVAN D. "Evaluation of Some Current Literature About Soviet Education." Comparative Education: Concept, Research, and Application (See item 273). pp. 227-34.


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278. READ, GERALD. "Soviet Education in a Course on Comparative Education." *Comparative Education: Concept, Research, and Application* (See item 273), pp. 234-37.

The author gives his conception of how Soviet education should be treated in a course on comparative education. He lists seven objectives that he has formulated to assist him "in selecting the content that is to go into the course, in determining its organization, in guiding the teaching methods, and in evaluating the outcomes of instruction."


Publication is designed for use in undergraduate and graduate survey courses on Soviet education and for supplementary use in courses in comparative and international education and Communist area studies programs. Highlights include a survey and analysis of the development of Russian and Soviet education; information on the three major periods in Soviet education, i.e., the experimental period of the 1920's, conservative period (1930's to 1950's), and the polytechnical period (1950's to 1970's); a description of the education structure (all levels and types); information on the Academy of Sciences and the Academy of Pedagogical Sciences; and appendixes that provide various statistical information and a curriculum of the general elementary-secondary (10-year) schools.

281. WOODY, THOMAS. "The Significance of Knowing About Soviet Education." *Comparative Education: Concept, Research, and Application* (See item 273), pp. 221-27.

The author states that "comparative education, or foreign education, needs always to be viewed as the present moment emerging out of the past and moving swiftly into it. . . . The assumption here, is that the present moment . . . cannot be understood save in the context of history. . . ." Article describes the economic, educational, political, religious, and social developments in Soviet life from the Tsarist Revolution into the 1950's.

**Soviet Industry**


Describes the development of the system of training labor forces, various labor categories, and differentiation in training. A curriculum for the specialty "The Working of Metals by Cutting," statistical tables, and other tables, e.g., kinds and methods of on-plant training, are included.

*See also nos. 60, 66, 73, 196, 205, 251, 265, 331, 339.*
Soviet Philosophy


Information on the author's visit to the Soviet Union in June 1964, in the interest of research, to discuss with Soviet philosophers innovations or new interpretations of the basic doctrines of Marx, Engels, and Lenin.


Soviet Psychology

See nos. 62, 183.

Soviet Science


This article, reprinted from The Soviet Academy of Sciences and the Communist Party, 1927-1932, discusses the development and characteristics of Russian science, the Imperial Academy of Sciences (later to become the Academy of Sciences), and the effect of the revolution on the Academy and its members. Information is given particularly on Sergei F. Oldenburg, permanent Secretary of the Academy and one of the leading personalities in its affairs.


Analyzes some of the comments made by USSR scientists regarding the effect of Lenin's theory on Soviet science in the spheres of the humanities and the medical, natural, and social sciences.


Soviet Society


Includes information on education.


See pp. 37-40 on education policies and reforms.

Survey covers the period from 1917 to 1967 and includes chapters on the history and development of education; education reforms; preschool, elementary, secondary, and higher education; polytechnical education; science education, special schools; art, ballet, and music schools; and physical education and sports.


Information on the development of general, professional, and technical education; statistical data on the literacy of the population between the ages of 9 and 49 for the years 1897, 1926, 1939, and 1959; and the educational level of workers between the ages of 20 and 59 based on the 1959 census.


Soviet Sociology

See no. 185.

Soviet Studies

See nos. 71, 87, 96, 128, 141, 142, 185, 190, 226, 273, 274, 275, 276, 279, 280, 289.

Soviet Technology

See nos. 11, 19, 35, 54, 59, 60, 66, 75, 107, 205, 209, 235, 236, 251, 265, 280, 282, 309, 309, 303, 309, 339

Soviet Union. Teaching About the


Author suggests techniques social studies teachers in the United States might use as a guide when teaching about the USSR, e.g., when teaching about communism in general and Soviet society in particular; discussing and evaluating personal or individual freedom in the USSR, and comparing living standards in the USSR with those in the United States.
Includes information on education, libraries, literacy rates, and youth organizations.

Includes information on education and on communist organizations for children and youth. Appendix gives the Constitution of the USSR as amended to Nov. 7, 1967.

Includes sections on education, schools, student government, teachers, youth, and youth organizations.

For information on education in the USSR, see pp. 77-83.
See also nos. 16, 71, 273, 274, 275, 276, 279, 280, 281.

Soviet Youth

Discusses the paths available to young people in helping them to prepare for a profession or career, results of a questionnaire prepared by the Academy of Sciences of the USSR and presented to students and young factory and office workers regarding their "purpose in life," the relationship of youth to the older generation, and the role of young people in the home and in society.

Discusses the "four principal purposes of the youth program—political control, social transformation, psychological reconstruction, and the formalization of youth institutions," and some of the problems that develop because of the "gap between what the program intends to accomplish and what it actually does accomplish."

Based on the author's visit to nine republics in the USSR, the publication describes provisions made by schools for leisure-time activities of pupils, youth "palaces" and district clubs for Pioneers and other school children, cultural and sports activities, holiday and winter camps, artistic education, and centers for youth interested in natural sciences; e.g., agriculture, biology.

Special Education

298. Lubovsky, V. I. "Special Education." Education in the USSR (See item 333). pp. 98–105.

Information on the types of schools and institutions available for the education of the handicapped; teaching method and media in special education, training of special education teachers, and scientific research work in special education being carried out by, for example, the Scientific Research Institute of Defectology of the Academy of Pedagogical Sciences of the USSR.

See also nos. 3, 17, 49, 95, 17, 158, 193, 205, 215, 217, 221, 239, 243, 250, 259, 265, 266, 267, 268, 280, 288, 332.

Specialized Education


Information on admission requirements and kinds of training for the various specializations needed in theater and stage operation, directing, design, and other techniques.


Sports


Statistics


See also nos. 3, 1, 18, 19, 21, 23, 24, 25, 28, 33, 35, 38, 40, 43, 44, 46,
Students and Politics

See nos. 129, 149, 167, 168, 169.

Teacher Education


Information on teacher training in pedagogical schools, pedagogical institutes, and universities, the various problems encountered, and methods being tried to solve some of the problems. Table 1 gives the numbers of pedagogical schools and courses, by Republics, for 1966; table 2, the number of higher and secondary specialized institutions and the numbers of students in and graduates from each, for the years 1950, 1958, 1960, 1964, 1965.


Information on teacher education in specialized secondary schools that train teachers for kindergarten and elementary schools; higher education institutions which train secondary school teachers (teacher-training institutes, universities, and specialized institutions such as art institutes, conservatories, foreign language institutes, and physical culture institutes), evening and correspondence studies, teachers' salaries, and statistical data on numbers and kinds of teacher-training institutions, numbers of students, and numbers of graduates during the 1970-71 period.


Describes the administration and organization of teacher education, teacher education at pedagogical institutes, other higher education institutions, and at teacher centers where teachers return for retraining periodically; methods of stipends or scholarships, teacher placement, and education and training of specialists for educational research.

304 Zimin, P. V. "The Soviet Teacher." Education in the U.S.S.R. (See item 333) pp. 111-19
Teacher education in secondary pedagogical schools, pedagogical institutes, corresponding pedagogical institutes, and at specialized advanced training institutes for teachers is described.


Teachers


Article discusses correspondence printed in Uchitelskaia Gazeta (Teachers' Gazette), May 15, 1966, no. 32 (5549), p. 3, and Apr. 14, 1966, no. 15 (5562), p. 2, which may provide hints of answers to these questions asked by Americans interested in Russian education: "Are Russian teachers very much like ours?" and "How good do they have it?"


Teachers' Salaries

See nos. 3, 17, 56, 73, 91, 95, 250, 265, 268, 280, 302, 303, 324, 335, 338.

Teaching Methods and Media


Technical Education


"The aim of this paper is to show how the quality of engineering training is being improved in the Soviet Union, where higher and specialized secondary technical education are expanding to keep pace with the rapid development of scientific research and industrial production..."

Technicums

See nos. 35, 36, 40, 56, 84, 91, 95, 98, 154, 174, 205, 228, 240, 266, 267, 268, 280, 288, 322, 328, 332, 346.

Technological Sciences


Television, Teaching by


Describes the educational work of the two departments of the Kiev Television Studio of the Ukrainian Educational Television, i.e., the Department of Secondary Schools Programs—“School Screen,” and the Department of Higher Educational Establishments Programs—“Extramural Student’s Screen.” Information is given, for example, on the time and days of broadcasting, the subjects taught by television, and methods of presenting television instruction.


Includes information on the development of school television in the USSR; the approaches used to apply television to the teaching process, the preparation of subject matter and teaching aids and materials for use in television teaching, and the use of television teaching to improve the professional knowledge of doctors, engineers, and teachers in the USSR.


Information on the development of educational television in the Soviet Union, the sociological investigations and experiments carried out on the practical aspects of television teaching, teaching methods introduced on the basis of analysis of the results of the investigations, evaluation of the programs immediately after a broadcast, and the costs for extramural tuition before and after the introduction of educational television.

The author went to the Soviet Union in the summer of 1969 with the Study Abroad Group from Temple University, Philadelphia, Pa. He describes a visit to the Central Television of the Soviet Union, Moscow, the work of the Studio of Educational Programs, which has been in existence since 1965, television teaching in preschool establishments and elementary school, the use of television for lectures in higher educational institutions and its role in medical education, and the training of television personnel.


The Symposium was sponsored by the Government of the Polish People's Republic in cooperation with UNESCO. Participants were specialists in the fields of mass media and education at the university level. "The purpose of the meeting was to discuss a wide range of problems connected with the use of television programmes for further education of working people, particularly at a university level."

For annotation, see items 307, 308, 309.

See also nos. 73, 159, 216, 280.

Ten-Year Schools

See nos. 3, 35, 74, 80, 82, 84, 95, 154, 158, 205, 250, 258, 259, 265, 267, 268, 269, 280, 294, 312, 324, 330, 332, 338.

Textbooks


This list, prepared from Soviet textbooks published in 1964 and 1965, is arranged according to textbooks used in the elementary and secondary schools generally, and those used specifically in grades 1 through 10, or through the elementary-secondary school cycle. Where necessary, English language translations are given, otherwise, translation of the Russian terms is given in the glossary.

See also nos. 3, 17, 33, 73, 74, 95, 116, 132, 158, 166, 205, 215, 218, 221, 222, 223, 224, 244, 259, 265, 267, 268, 269, 271, 280, 307, 308, 317, 322, 324, 325, 327, 332, 338.

Tolstoi, Count Dmitrii

Throughout the nineteenth century the Russian government brooded over the part it should play in education. This paper will analyze the efforts of Count Dmitrii Tolstoi, Minister of Education 1866–80, to resolve this problem in the field of elementary education.

Trade Schools


Trade Unions

See nos. 3, 95, 130, 131, 253, 255, 280, 292, 293, 334, 340.

Universities


Upbringing


Information on the development of children's collectives in Soviet and Socialist societies, contributions of such prominent Soviet educators as Krupskaya, Lanacharski, and Makarenko to the development of collectives, characteristics, structure, and control of collectives, and the influence of collectives on the development of a child's personality and social maturity.


U.S.-U.S.S.R.

316. Brickman, William W. "Russia and the United States, 1776–1917. Cultural-Educational Relations Between Two Revolutions." In-

Author explores the various types of early relationships that had existed between the United States and Russia and that "are basic to the many kinds of connections and contacts that have taken place from the 1917 revolution until the present day. . . ."


Part I: "The Making of the New Soviet Man" discusses the upbringing of children in the Soviet family and in collective settings (e.g., in preschool centers and in schools), and the psychological implications of Soviet methods of upbringing. Part II: "Child Rearing in America, Past, Present, and Future" discusses major contexts affecting the lives of American children, e.g., the classroom, school, family, peers, neighborhood, and the community at large.

318. DeWitt, Nicholas. "Basic Comparative Data on Soviet and American Education. Comparative Perspectives on Education (See item 30)." pp. 54-57

Statistical tables for 1961 and 1965 "revealing the pertinent trends in the educational effort and achievement of the two countries." Tables include information on literacy rates, elementary, secondary, and higher education enrollments and graduations, graduates in engineering, sciences, and technology; educational expenditures.


American and Soviet views are presented on, for example, social values, beliefs, and ideologies, involvement of the government in education (see "The Eduative Role of the Soviet State," by D. Chernev, pp. 94-97, and "Party Work in Institutions of Higher Education," by B. Mochalov, pp. 98-101), the family, social problems of crime and juvenile delinquency, ethnic minorities, youth, religion.


Although changes were already being made in the mathematics
curriculum prior to the emergence of Sputnik in 1957; "in a sense, the flight of Sputnik marked the beginning of our public life in mathematics education. Indirectly, Sputnik gave us an almost instant thrust from the shade of previous anonymity and public unconcern into the sudden glare of widespread attention and scrutiny."


U.S.S.R., Education in the


Information on preschool education, elementary schools; secondary general, specialized, technical, and vocational schools; higher education, teacher education and teachers, and the international cultural relations of the Soviet Union in the field of education.


Describes visits to the following: KIEV, a kindergarten in the Dniepro District, Kiev University, the Institute for Pedagogical Research, and the Palace of Young Pioneers, LENINGRAD, a kindergarten in the Kalinin District, Polytechnical School No. 10, Leningrad University, Herzen Institute for Teacher Training, and the Institute of Sociological Research. MOSCOW, a regular 10-year school, a specialized secondary school with English as the language of instruction, Polytechnical School No. 127, Moscow University, Patrice Lumumba University, the All-Union Ministry for Higher and Specialized Second
ary Education, the Academy of Pedagogical Sciences, the Scientific Institute for Preschool Education, the Institute of the USA, and the Institute of General Pedagogy.


In May, 1964, the author visited the Soviet Union for the fifth time. In his meetings with top Soviet officials, including Nikita Khrushchev, the principal subject of many of the discussions was education. "Thus the major theme in this book is education in the U.S.S.R. and what we may learn from it that can be applied to the United States...."


A digest of lectures and conversations of a seminar on Eastern Europe held by the Comparative Education Society, summer of 1964, in Belgrade, Bucharest, Budapest, Moscow, Prague, and Warsaw.


Includes a general description of the educational system and information on the reorganization of education based on the Dec. 24, 1958 School Law; educational goals, teacher education, adult education, extra-school establishments and activities, and statistical information on educational developments.


Includes information on the development of education from the prerevolutionary period through the 1950's; educational planning and education and economic development, general education, technical, and vocational schools; schools for rural and working youth, higher education; and advanced research, training, and degrees.


"Part A of this chapter consists of an exposition of Western and Soviet views on Soviet education in general, part B deals with Soviet higher education...."


Information on the basic types of university-level institutions, classification of curriculums according to three major divisions of subjects (socioeconomic, general science, and various subject majors), administration and organization of the university-level schools, enrollments and graduates, the kinds and purposes of specialized, secondary and technical and vocational schools that train specialists and workers for all branches of the Soviet economy.


Describes education in prerevolutionary Russia; education after the revolution of 1917, including information on the 9-, 10-, and 11-year schools; the education reforms of 1958, and the educational system since 1958: e.g., information on the administration of education, preschool education, the 8-year schools, boarding schools, part-time studies, technicians, higher education, teacher education, and youth organizations.


For annotation, see items 2, 5, 119, 175, 214, 243, 298, 304, 331, 340.


In 1967 a Comparative Education Study Tour, sponsored jointly by The Comparative and International Education Society, the National School Boards Association, and Phi Delta Kappa, visited Moscow schools. The author gives his impressions of the trip and of his visit to an elementary school, where he observed a social studies class and a class in trigonometry and was taken on a tour of the school library, the chemistry and physics laboratories, and various classrooms; a visit to a secondary specialized school teaching music; a meeting with officials of the Trade Union of Teachers; and attendance at a seminar on school finance.


The authors, NEA President and Executive Secretary, respectively, were invited by the USSR Educational and Scientific Workers' Union to visit the Soviet Union in September 1971. They discuss their 2-week trip, which included a visit to Moscow University, a meeting with the Minister of Education of the Uzbek Republic and visits to
several schools there, and a visit to a teacher-training institution in Leningrad.


Author "evaluates Soviet education primarily in terms of the economic benefits which Soviet society has derived from its investment in education..." Information on educational planning, expenditures on education, and the development of secondary and higher education as a result of the elimination of mass illiteracy and the introduction of universal obligatory, 1-year elementary schooling. Enrollment and graduation figures are given for the years 1914, 1930, 1940, 1950, and 1960 for general education, specialized education, and higher education schools.


"This illustrated brochure... gives you an insight into Soviet secondary schools and institutions of higher learning... It offers you some facts and figures on education in the USSR... From this brochure you will learn how under Soviet power a semi-literate and economically backward country became the homeland of sputniks and cosmonauts."


Includes a detailed description of the administration, financing, and organization of the school system, subjects taught at the elementary and secondary levels, teaching staff, teaching methods and media; examination, grading, and promotion procedures; organization of the
school year, school week, and school day; the role of parents and the community in school affairs, and youth and teachers' organizations.

See also nos. 35, 73, 95, 181, 193, 215, 221, 240, 255, 259, 265, 269, 273, 274, 275, 276, 278, 279, 280, 281, 288.

Veterinary Education


Information on administration, admissions, requirements, curriculums, examinations, graduation and licensing requirements, and names and addresses of the schools in each Republic.

See also nos. 43, 103.

Vocational Education


Women, Education of


Women, Status of


Collection of essays on the economic, educational, family, legal, political, and social status of women in the USSR.


Includes chapters and statistical tables on the education and training of women and on their educational and professional attainments and achievements in science and technology.


"Everywhere women feel dissatisfaction with their unequal lot and much remains to be done to achieve equal status for women in all societies... Communist or non-Communist. It is against this reality that one must assess the claim of the Soviet Union that its women have actually achieved equality with men. We shall examine this..."
claim not with the purpose of making invidious comparisons (for women in the USSR have doubtless made significant strides) but in order to clarify the true situation of Soviet women which underlies the official myth.


Includes information on the education of women and statistical tables on the number of female students in secondary and higher educational institutions.

See also nos. 21, 23, 26, 65, 95, 110, 131, 155, 166, 185, 205, 212, 228, 241, 242, 249, 250, 251, 253, 265, 269, 280, 281, 288, 291, 293, 295, 303, 317.

Work-Study Methods


Contents: Work-Training, Philosophy and Goals (Polytechnical Education); The Eight-Year School (The Work Program); Choosing a Career (Out-of-School Activities; Work for Eight-Year School Graduates); General Polytechnical Secondary Schools with Labor Training (Schools in Alma Ata, Baku, and Moscow); Organizational Problems of Work-Training in Schools, Technicums (Special Secondary Schools); Vocational Trade Schools; Study on the Job; Higher Education (Universities, Institutes, Study on the Job in Higher Schools).


Yearbooks


Publication covers various phases and developments of education throughout the world.

For annotation, see items 55, 85, 89, 282.

See also nos. 103, 109.

Youth Organizations


Zoology, Teaching of

See nos. 307, 312.
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