SOVIET EDUCATION: A Bibliography
of English-Language Materials

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Foreword

The purpose of this bibliography is to provide researchers, analysts, teachers, and advanced students interested in various aspects of Soviet education with a body of reference materials covering the large number of relevant articles and monographs which have been published since the late 1950's. The bibliography includes 281 titles, arranged alphabetically by authors, within 78 subject categories. Where necessary, cross-referencing is used.

Although American authors are the primary sources, items by foreign authors, whose articles are written in English or have been translated into English, are also included. A number of the English translations of articles and monographs by Soviet authors are the work of the U.S. Joint Publications Research Service, Office of Technical Services, U.S. Department of Commerce.

A wide range of views is expressed in the annotated items, and their inclusion does not constitute endorsement by the Office of Education of any one point of view. The Soviet articles annotated contain obvious tendentious materials, but are of particular value to the researcher and serious scholar in providing certain information not found in the other sources, as well as an insight into the Soviet concept of the educational system.

FREDRIKA M. TANDLER,
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SUPPLEMENT

Page
Reference Materials on Soviet Education

1. **Academy of Pedagogical Sciences**
   - No. Nos. 7, 12, 112, 125, 206, 237.

2. **Academy of Sciences**
   - Part I contains information on the administration of science and technology in the USSR. Part II lists the academies of science and their principal facilities; Part III includes a directory of selected scientific institutions in the USSR; and Part IV, the following indexes: transliterated titles, keyword, and abbreviated titles of institutes; subject: selected staff members; and geographical.

3. **Administration, Organization, and Financing of Education**

   - The author notes the questions and decisions which enter into the administration of the Soviet Union's educational system as a means to the attainment of Communist ends.

Excerpts from official statements presented by educational authorities of the U.S.S.R. November 1957, for use by the Office of Education in the study.


Information on all levels of education, special schools, teachers, national minorities, Pioneer and Komsomol organizations, out-of-school activities, and the Academy of Pedagogical Sciences. Appendices include: curriculums, syllabuses, and school-leaving examination questions.


Outlines the background and philosophy of the educational system; education in the structure of the government; organization and administration of primary, secondary, higher, and specialized education; administration of special educational programs; and issues and trends.


Discusses administrative structure of the Communist Party and of public education; decision-making in Party organizations; ministries of education; regional, large city, and district departments; dynamics of policy implementation and inspection; and potential geopolitical differences within and among the Union Republics.


Information on changes in educational administration and revision of teaching methods in secondary and higher education.


Includes information on all levels and types of education, duration of school year, number of hours of teaching, vacation periods.


Contains chapters on administration, organization, and financing of Soviet education: nurseries and kindergartens; schools of general education; extracurricular activities; education for the arts; preparation of workers; teacher training; Academy of Pedagogical Sciences, higher education, and the Academy of Sciences. Includes curriculums of the general education schools, study plans for pedagogical institutes, and Soviet educational reorganization plans for 1959-63.

See also Nos. 1, 88, 100, 112, 125, 126, 128, 176.

4. Adult Education


Provides information on various forms of adult education, and statistics on the numbers of schools and enrollments for the years 1960-61 and 1959-60.

See also Nos. 56, 77, 112, 125, 133, 172.

5. Agricultural Education


Discusses various methods of instructing farm workers, specialists, and others interested in agriculture for the improvement of agricultural production.


Translation of an article by G. Zelensko in Professional'naia texnicheskaya shkola (Professional and Technical Education), No. 6, Moscow, May 1962. p. 8-11. Discusses agricultural mechanization schools and the need for further expansion and improvement of agricultural personnel from a technical standpoint.

See also Nos. 69, 112, 125, 198.

6. Arts


The author, Chairman of an official OE mission to the U.S.S.R., provides information on administration and organization of fine arts education, art and music in the general school and in special art and music schools (technical art schools, Moscow Industrial Arts Institute, art institutes, technical music institutes, and the music conservatory), and dance and drama education. Curricula are included.


Describes the school's recruitment and selection policies, its aims, organization, and curriculum.


Examines the principles and methods of Soviet art education and their relationship to the present general concept of art in the Soviet Union.


The author, a member of an official OE mission to the U.S.S.R., describes training in ballet, children's theater, and circus schools: conservatories and special music schools; the theater, houses of culture, and Pioneer clubs; and the status of fine arts in the Soviet Union.


Discusses the training of art students in the Soviet Union, reactions of artists and students to "socialist realism," the impact of Picasso, prospects of a "revisionist" art, and art and science.


Translation of selected articles from the book, Esteticheskoye vospitanie v nachal'nykh shkolakh (Esthetic Training in the Primary School), edited by V. N. Shatalyuka. "The book, published by the decision of the Academic Council of the Institute of Art Training of the Academy of Pedagogical Sciences RSFSR, gives the content and methods of aesthetic training in the first 2 years of school. It examines the elements of aesthetic training in the instruction in singing, drawing, and expressive and explanatory reading and in extracurricular work in the first and second grades."

See also Nos. 4, 12, 77, 112, 125, 242, 247.
7. Bibliographies


A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS


This report of the delegation of U.S. book publishers visiting the U.S.S.R. August 20-September 17, 1962, includes information on scientific and technical books and on textbooks for elementary, secondary, and higher schools published in the U.S.S.R.


Information on books for older children and for the youngest readers. Includes the poem, "The Knight of the Bath."

See also No. 125.

11. Chemistry


Explains "some features of Soviet science which have often puzzled Western observers," and indicates "some possibilities for science in general which could serve as a result of present policies in the modern world."


See also Nos. 29, 87, 112, 125, 126, 169, 175, 206.

12. Communist Education


Translation of an article by N. Indik in Sovetskaya pedagogika (Soviet Pedagogy), No 10, Moscow, October 1961, p. 168-169. Discusses problems involved in increasing the effectiveness of educational work in the school; factors in forming the "new man" in the building of communism; the work of Pioneer and Komsomol organisations, and the interrelationship between the school and these organisations.


Regarding political and communist education and the priority importance of economic propaganda.


Pravda, Moscow, Sept. 12, 1943, p. 1. Regarding the "education of the new man."

47. ———. "The Most Important Work of the Soviets." Translation of
A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS


Discusses measures which should be taken to further improve political education, according to the June 1963 Plenum of the Central Committee of the Communist Party.


Outlines the tasks of the higher and secondary specialised schools and youth organisations, as set forth by the Central Committee of the Communist Party, to help educate “highly qualified specialists for the public economy...” the inculcation in them of the Marxist-Leninist world outlook and of communist consciousness.


Regarding the selection, distribution, and education of foremen, or brigade leaders.


Article explains how the “Marxist-Leninist propaganda within the political education system has vastly increased in scale,” and how “the tremendous upsurge in the ideological-political life of the entire people is directly linked with such events as the 20th, 21st, and 22d Congresses of the CPSU, which made interest in theory truly general.”

Translation of article by Ye. Afanasenko in Narodsoye obrazovaniam (Public Education), No. 4, Moscow, June 1961, p. 8-21. Discusses directives of the January 1961 Plenum of the Central Committee of the CPSU regarding education: the realization of 8-year universal education, bringing order into the organization of secondary schools with industrial training; training In study and labor; paying more attention to evening (part-time) secondary schools; raising the standard of leadership of boarding schools; and improving leadership of public education.


Translation of an article in Obshcheobrazovatelnaya shkola doroslykh (General Education School for Adults), No. 2, Moscow, 1959, p. 41-43. Article deals with the further development and improvement of the educational system so that young people can continue their schooling without leaving work.


Translation of an article by G. Zelenko in Professionalno-teknicheskoe obrazovanie (Professional-Technical Education), No. 7 (218), Moscow, July 1963, p. 1-6. Emphasizes the need for improving the professional-technical training of workers in accordance with resolutions made by the June 1963 Plenum of the Communist Party Congress. Various statistics are given.


14. Curriculums


Includes curriculum tables for the secondary general education labor polytechnical school, the 8-year school, and the evening (shift) secondary school of general education.


Information on the organization of general secondary education and characteristics of curricula. The appendix includes a study plan for the 8-year secondary school, the general secondary, and polytechnical school of the RSFSR.


15. Cybernetics


Information on interchange of Soviet and American ideas concerning education, programmed learning, cybernetics, and the human mind.


In this paper, given at the National Symposium on Machine Translation at the University of California, February 2-8, 1960, the author summarises the activities and achievements in Soviet machine translation research under two headings: Glossary construction and
16. Defectology


Some topics covered: The Soviet concept of mental retardation, diagnosis: school programs for educable pupils, preparation and supply of defectologists: research—psycho-educational, in mental retardation, electro-physiological—perceptual-conceptual, psychometric, and educational methodology.


Information on curriculum and methods used in School 337 for the deaf, Moscow, and on specialized teacher training.


Information on an experiment of the Moscow Institute of Defectology on a new approach in teaching the oral method: the experimenters' goals, their assumptions, and the three major areas to which they modified the oral program. Includes a brief summary of the procedure used in the 3 years of experimental training on 3-4-year-olds.


Based on author's visit to the U.S.S.R., this article discusses the Soviet approach to mental retardation, delinquency, child psychology and psychiatry. A brief description of the Soviet educational system is given.


Information on methods of detection and selection of the children, compulsory schooling, administration of special education, post-school care, teaching staff, and statistics in Byelorussia, the Ukraine, and the U.S.S.R.

See also Nos. 77, 125, 128, 135, 187, 175.

17. Dropouts


Regarding Party plans for compulsory secondary education for all school children and elimination of student dropouts.


Refers to dropouts in some of the republics and what should be done regarding "serious shortcomings existing in the organization of labor education and in the production training of students." Article was written with reference to opening of the new school year.

See also Nos. 55, 112, 115, 125, 282.
10. Economics


The article is mainly concerned with training for skill at the primary level and chiefly for mass-production industries: that is, for skills involving moderate specialization. Statistical tables include information on the number of trainees in selected agricultural skills for 1929-37, 1940-46, and 1959-68: number trained and distributed in selected industry branches; and the number of trainees in schools for vocational training in industrial skills from 1929 through 1958.


Describes the major objectives of the Soviet educational plan and the contributions made by secondary and higher education to the national economy of the U.S.S.R. Includes statistical tables on school enrollments, numbers of graduates, numbers of specialists with higher and secondary education, dynamics of Soviet economy, and profit-earning capacity of the educational system in the U.S.S.R.


Translation of an article by M. Karipov in Narodnoe khozyaystvo Uzbekistana (National Economy of Uzbekistan), No. 6, Tashkent, June 1962. p. 82-84.

See also Nos. 2, 111, 112, 118, 119, 126, 163, 214.

19. Education Goals


Analysis of major proposals by the Soviet government on education.

73. U.S. JOINT PUBLICATIONS RESEARCH SERVICE. The Higher School System of the USSR: Main Decrees, Orders, and Instructions.


See also Nos. 29, 50, 111, 112, 175, 185, 206.

20. Education Laws and Decrees


In this report, submitted to the International Seminar in Tashkent, April 1961, the author discusses the cultural revolution in the U.S.S.R. and the system of public education. The byr compulsory school of general education, the general polytechnical school with industrial training, evening (shift) general secondary school, vocational-technical schools, semi-professional education, and higher education are described.

A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS


The author discusses some of the factors which brought about the change in school reorganization, extending compulsory education to 8 years from the previous 7, curriculum revisions, and Government and Party roles in Soviet education.


Describes social and economic conditions which have given rise to the desire for education reform. The main emphasis is on primary education. Includes plans for reforms, reforms and their effects on the student body, technical training, universities, the Peoples' Friendship University, extracurricular and extra curricular activities.


Discusses the Soviet educational structure, objectives of Soviet education, curriculums, indoctrination in Communist ideology, youth organizations. Soviet attitude towards their program and the reform.


Based on a 1960 field study trip, this article analyzes the U.S.S.R. educational reforms begun in 1958. Some of the subjects covered are curriculum revision, history teaching, polytechnical education, and reexamination of Marx and Lenin.


The author discusses some of the factors which brought about the change in school reorganization, extending compulsory education to 8 years from the previous 7, curriculum revisions, and Government and Party roles in Soviet education.


Discusses the Soviet educational structure, objectives of Soviet education, curriculums, indoctrination in Communist ideology, youth organizations. Soviet attitude towards their program and the reform.


Provides information on the school reform and includes the grade school curriculum offered in 1969, some sample questions given on the diploma examination in 1958-58; and the Soviet aims in modern language teaching.


Describes development of universal middle school education, the program of the CPSU for expanding higher education, the change in organizational structure of higher educational institutions, since 1965, and the "even greater victories" which will be attained in the future.


The author discusses some of the factors which brought about the change in school reorganization, extending compulsory education to 8 years from the previous 7, curriculum revisions, and Government and Party roles in Soviet education.
In this report, based on a personal visit to the U.S.S.R., the author discusses the 10-year school and his observations and reflections regarding Soviet education. He includes the "Rules for Pupils" which students are taught from the first day of school and which they are required to memorize.

See also Nos. 32, 55, 72, 110, 112, 113, 146, 182, 183, 185, 204, 208, 228, 255.


For information pertaining to the U.S.S.R., see pages 901-906, 1108-1111, and 1128-1141.


Document also includes information on geography, population, national economy, and other aspects of Soviet life.


Translation of article by E. I. Monosson in Sovetskaya pedagogika (Soviet Pedagogy), No. 10, Moscow, October 1961, p. 23-39. Deals with the initial principles which determine the character and basic content of education.

See also Nos. 1, 4, 10, 21, 36, 55, 58, 59, 67, 84, 101, 112, 115, 120, 125, 131, 153, 176, 185, 203, 229, 244, 257, 264, 260, 262.

23. Encyclopedias


For information on the U.S.S.R., see p. 608-694.
For information on the U.S.S.R., see pages 633.

Pages 320-350 pertain to the U.S.S.R., including information on education.


Pages 726-728 pertain to education in the U.S.S.R.


25. Exchanges

This report, based on a visit to the U.S.S.R. by a delegation from the College, contains information on the administration of Soviet higher education, administration and faculty of engineering educational institutions, students, curriculums, facilities, undergraduate and graduate studies, and research.
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information on some of the institutions visited, summarises the views of the delegates, and points out differences between the English and Soviet educational systems.


Describes all levels of education in the U.S.S.R. and includes information on specific schools visited.


Outlines some characteristics of education in the U.S.S.R. and lists some observations made by the delegation.

See also Nos. 237, 247.

26. Extracurricular Activities

See Nos. 4, 7, 12, 76, 77, 110, 112, 125, 128.

27. Foreign Student Programs


Based on author's research in his study of Russo-African relations, article describes African training and research centers in the Soviet Union, Soviet approach to African history, publishing activity, and organs of popular agitation which give increasing attention to African reporting.

SOVIET EDUCATION


Includes information on research and training institutes and higher schools in the Soviet Union, the Peoples' Friendship University, training of workers, enterprises, and new schools in the developing countries.


Tables list foreign students by field of study in the U.S. and U.S.S.R.; number of students from non-Communist countries of Asia, Africa and Latin America in the U.S. and U.S.S.R.; and total enrollment of foreign students in the U.S. and U.S.S.R. for the years 1954-55.


Information on the training of Africans in the U.S.S.R., Soviet study and research in the U.S.S.R. on Africa, and training programs in Africa connected with Soviet development projects. Appendix A includes a 4-year curriculum in Eastern languages and literature of the Institute of Eastern Languages attached to Moscow State University, and Appendix B, excerpts from an account by the Africa Institute in Moscow of the Soviet training programs in Africa.

See also Nos. 173, 174, 247.

28. Geography

See Nos. 112, 122, 125, 128, 216, 273.
A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS

29. Government and Education


Contains the following:

- "Notes on Foreign Language Teaching in the USSR," David Burg.


Some of the questions answered are:

- What is the legal basis for education in the Soviet Union?
- What are labor reserve schools?
- What are Soviet boarding schools and what is their purpose?
- How are economic goals tied in with education under Communism?
- How do teachers in Soviet Russia further Communist aims?
- What part is played in Soviet education by youth organisations?
- What is the aim of Communist education?


This report discusses in detail all aspects of Soviet education in the following chapters: The Soviet Educational System; Soviet Primary and Secondary Education; Secondary, Specialised, Vocational, and Semiprofessional Education; Higher Professional Education; Advanced Degrees and Soviet Research and Academic Personnel; Employment of Professional and Specialised Manpower in the USSR. An extensive appendix to each chapter gives statistical, curricular, and other information.


Subjects covered: Role of education in the Soviet society, educational reforms, manual and mental work, importance of humanities, and impact of Soviet education on American educational circles.

See also Nos. 8, 72, 80, 253.

30. Graduate Studies

See Nos. 3, 4, 100, 110, 112, 118, 120, 125, 194, 206, 207, 209, 231, 234, 252.

31. Health Education

See Nos. 12, 112, 125, 167.

32. Higher Education


In this paper, presented at a symposium on higher education, the author notes the similarities of the educational aims of both the Soviets and Chinese.

This report of the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, describes the visit of the subcommittee to the Soviet Union in the fall of 1961 to observe and study higher education. It also includes a teaching plan for a course in hydrodynamics at the Leningrad Polytechnic Institute and curricula for Kazakh and Russian elementary-secondary schools for the academic year 1961-62.


Lists the institutions, admission requirements for each, and degrees and diplomas offered.


Chapter 1 discusses the Soviet higher school; chapter 2, higher technical education in the U.S.S.R.; and chapter 3, higher humanistic studies. Statistical tables and curriculums are included.


Study "is designed to help meet the demand for more comprehensive information on Soviet higher learning, and particularly its increasing close alignment with Soviet national planning and economy." Contents include a review of reform implementation in Soviet higher education, curriculums for the universities, medical and pedagogical institutes, and engineering-technical schools and statistics.


Prepared for the Joint Economic Committee of the Congress of the United States, this study contains information on planning and supervision of higher education in the U.S.S.R., production of specialists, and part-time higher education. Tables on Soviet and U.S. higher educational statistics are included.


Some of the items discussed are primary and secondary educational developments, polytechnical education, higher education--its administration, and admittance to higher educational institutions, academic degrees and titles: postgraduate studies, correspondence and evening studies, and scientific research. An appendix lists the Soviet higher educational institutions and their faculties.


Includes information on curriculums and describes Moscow University's Museum of Geography.

A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS

Lode research institutes, libraries, museums, and institutions of higher education, with pertinent data.

See also Nos. 1, 4, 10, 12, 25, 75, 77, 83, 91, 101, 107, 110, 112, 125, 128, 130, 159, 170, 175, 194, 206, 207, 209, 228, 237, 243, 251, 260, 264, 267, 293, 333.

33. History


Discusses the study and teaching of history in Soviet schools.

See also Nos. 79, 87, 110, 112, 125, 130, 159, 170, 175, 213, 216, 252, 273.

34. History of Education


The book is divided into three parts. Part I covers the general characteristics of Soviet education, the development of education in Tsarist Russia, historical setting after the revolution, and the contemporary Soviet school: Part II, school administration, primary, secondary, higher, and teacher education; the educational, cultural, and research workers' trade union; and the Academy of Pedagogical Sciences in Moscow; Part III, education of the handicapped, the gifted, and those outside of school, and character and moral education in a collectivist society.


Based on personal observations of this second group of educators sent by the Office of Education to the U.S.S.R. under the Soviet-American cultural exchange agreement, the report describes the development, organization, and administration, problems and changes in Soviet education; teaching of biology, mathematics, chemistry, physics, and astronomy; organization of polytechnical education and methods of teaching polytechnical subjects; and teacher education. Curriculums, statistics, and illustrations are included.


Includes a historical background of the development of the U.S.S.R. and information on the Revolution of 1917 and on education from 1917 to the 1958 reform.


Information on planning and administration, all levels and types of schools, teacher training and the teaching profession. Twenty-three statistical and curriculum tables, various illustrations, and charts are included.


Subjects covered: pre-revolutionary education; Marxist theory and early Bolshevik policy, practical considerations and Communist policy; some striking contrasts and reforms, and subsch-
requent experimentalism in the growing technical society trend back to conventionalism and growing nationalism: tuition fee and coeducation issue, and increasing centralization.

See also Nos. 49, 77, 112, 139, 182, 262.

35. Humanities


Prepared by Soviet educators at the request of the publishers of the University of Toronto Quarterly, the publication describes the teaching of the Russian language and literature, foreign languages, history, philosophical science, political economy, music, art, and theatrical arts, and the basic trends in Soviet archeology. A chapter is included on the numbers and kinds of publications in the humanities.


Translation of an article by T. Lovchuk in Voprosy Filosofii (Problems of Philosophy), No. 6, Moscow, June 1960, p. 17-29.

See also Nos. 112, 113, 117, 125, 206, 216, 247.

36. Illiteracy


Describes the campaign for better education for the multinational population of the country and for eradication of illiteracy, training of “literacy” teachers, and creation of new written languages, such as Adygei, Tapantov, Ustek, and others.


History and development of literacy programs in the Soviet Union, includes statistics and curricula.

See also Nos. 83, 112, 125, 189.

37. Juvenile Delinquency


Information on efforts and resources which have been expended for reduction and eradication of juvenile delinquency in the USSR, the role of voluntary Peoples’ Brigades, and youth organizations to ensure peace and order in the streets and other public places.


Discusses juvenile delinquency, attitude of young people toward work, studies, and politics, youth organizations, and “intellectual.”

See also Nos. 65, 125.

38. Labor Policy


Information on the general setting of the Soviet educational system, primary and second-
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Translation of an article by A. Vanyashova in Pravda, Moscow, June 8, 1962. p. 4.

See also Nos. 46, 69, 71, 101, 111, 112, 199, 253, 254.

39. Languages


Discusses the historical background, problems, and progress of Soviet standardization of Russian.


Prepared for the Division of College and University Assistance, U.S. Office of Education, this study discusses Soviet language theory and policies, the development of the Russian language and Soviet minority languages, linguistic research, study and teaching, translations and mechanical translations, and languages and foreign policy.

Discusses the assimilation into Russian culture of the minority groups in the Soviet Union. Tables show the weekly distribution of hours of language study and the approximate number of words to be learned annually in the 8-year schools and the 3-year secondary schools offering production training.


Discusses the "new" approach to foreign-language teaching in the U.S.S.R., which is more in keeping with the practical trend of the 1958 school reform. Preparation of language teachers, revision of textbooks, teaching aids, and foreign language circles are some of the items pointed up.


Included are tables giving information on foreign languages taught in the various types of gymnasia and commercial schools.


Discusses changes in language teaching curriculums and includes a "model" lesson of analytic reading given in previous curriculums and a table on the number of hours per week allotted for foreign language study under old and new study plans in Soviet schools.


Discusses factors which influenced methods of foreign language teaching in the Soviet Union during various periods of its history; the proposed measures for improvement of modern foreign language teaching; and objectives and expected attainments of foreign language curriculums for secondary schools.


Based on the author's visit to the U.S.S.R., this report includes information on general education, experimental, and boarding schools, and on the special foreign language schools. U.S.S.R. language policy and attitude toward the teaching of foreign languages; training of teachers; and bilingual and multilingual education.


The authors visited the Soviet Union in April 1960 to learn what Soviet schools were doing in teaching foreign languages. This article is based on interviews with 120 educators and on visits to various educational establishments, including 5 elementary and secondary schools, 5 teacher-training institutions, 4 universities, 3 research institutes, and 4 ministries of education.


Outlines the general background leading to the Soviet language policy; Soviet patterns of Russification; teaching of the Russian language in the Soviet Union; and bilingualism, mass media, and the Soviet system.


Information on foreign language teaching in the Byelorussian S.S.R. and the U.S.S.R.

154. U.S. JOINT PUBLICATIONS RESEARCH SERVICE. "The 22nd Congress of the CPSU and the Tasks of the
A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS


Contains a sampling of "some recent works which seem relevant because of their contents or because they are characteristic of contemporary Soviet patterns of library thought."


Report of the visit of the delegation of U.S. Librarians to the Soviet Union, May-June 1961, under the U.S.-Soviet Cultural Exchange Agreement. Includes information on the organization and planning of Soviet library service; bibliography, indexing, and abstracting; library collections, readers' services, technical services, buildings and equipment, advanced mechanization and automation, education and status of librarians and international relations.

See also Nos. 29, 61, 77, 82, 87, 99, 110, 125, 132, 175, 237, 245, 247, 262, 263, 265, 273.

40. Libraries


Describes the Russian library networks, their organization, and their role in educational establishments. Detailed statistics, a bibliography with a supplement relating to school and university libraries, and data on the Moscow Pedagogical Library are included.


Includes information on the four principal library institutes training librarians and bibliographers, required curriculums, methods of instruction, and practical work.

See also Nos. 40, 98, 123, 125, 247, 250.

41. Literature

See Nos. 112, 125, 175, 216, 232, 273.

42. Mathematics


Translated from an article by A. F. Bermant in Frunzes khozyaistva (Herald of the Higher School): 17, July 1959. p. 64-70. Discusses principal defects in mathematics training in the
U.S.S.R.: i.e., superficiality of mathematical knowledge by students in higher institutions of learning, their unsuresness of the subject matter, and inability to apply what has been learned; the limited scope of mathematical knowledge, inadequate teaching methods; and inadequacy of secondary school training.


Compares U.S. and U.S.S.R. algebra-teaching programs and textbooks, and includes examples of some types of problems used in the texts.


Based on the author's field study trip in 1960, article describes the mathematics program for the academic year 1959-60 and comments on students, faculties, and plans for reforms in engineering education.

165. VOGEL, BRUCE R. "Recent Revisions in Soviet Mathematics Educa-

SOVIET EDUCATION


Includes curricular diagrams of the 10- and 11-year mathematics programs and tables on the total time allotted to individual mathematical disciplines in the 10- and 11-year schools; mathematics syllabus for grades 5-8 of the 8-year school, for 3-year city schools offering industrial instruction, for grades 5-10 of the 10-year school; a transitional mathematics syllabus for 3-year city schools offering industrial instruction, and a summary of differences in the mathematics syllabi of the 10- and 11-year schools.


Describes extracurricular mathematics in the Soviet Union and the school mathematics circle at Moscow State University. Includes sample mathematical problems and results of the 19th and 20th Moscow olympiads.

43. Medical Training


Includes chapters on the Institute of Defectology, Moscow; Central Research Institute for Health Education, Moscow; Health Education Institute (House of Sanitary Education), Leningrad, and the kindergarten of the Leon Arsenal Plant, Kiev.

48. Parents-Teachers


Translation of an article by R. Bresnick in Sovetskaja Rossija (Soviet Russia), July 27, 1961. Moscow, p. 3. Stresses need for parents to show more interest and to take a more active part in parent-teacher meetings.

See also Nos. 12, 125.

49. Part-time Studies


One mission, consisting of three Office of Education specialists, visited the U.S.S.R. for 3 weeks in May 1963, to study part-time elementary and secondary evening and correspondence education, and higher and specialized secondary education. Visits were made to various establishments in Moscow, Leningrad, Minsk, Tallinn, and Erevan.

See also Nos. 55, 58, 74, 83, 112, 118, 119, 120, 125, 128, 186, 206.

50. Peoples' Friendship University


Points up some of the reasons why the University may have been established, and discusses
difficulties facing it on completion of the first academic year.


The following subjects are covered: scope of Soviet programs in international education; preparatory faculties of Moscow and Kiev universities; establishment of, admission to, and program of Friendship University; its problems and advantages.

See also Nos. 75, 107.

51. Periodicals


A collection of articles from Soviet Education. Vol. I covers education goals, statistics, policy, school administration, educational psychology, research on education, teacher training, preschool education, and elementary education; Vol. II, secondary education, higher education, prolonged day schools and groups, boarding schools, the teaching of mathematics, physics, chemistry, foreign languages, literature and history, political education, and polytechnical education and production training.


A record of Russian-language publications issued in and outside the Soviet Union which are currently received by the Library of Congress and a group of cooperating libraries. Each issue includes a section on education.


SOVIET EDUCATION

Contains English-language translations of selected articles from Soviet education journals. Articles deal with all levels of education as well as educational theories, educational goals and policies, philosophy and history of education, foreign students, handicapped children, teacher training and teaching methods, teaching of foreign languages, chemistry, history, literature, mathematics, and physics; polytechnical education; vocational and production training, and rural education, boarding schools; young Pioneer organizations; and educational research.

52. Philosophy of Education


Part I discusses Makarenko and Soviet education; Part II, the development of new Soviet education; and Part III, conflicts in Soviet education, application of method, the approach to the total State, and Makarenko's contribution to education.


Discusses the mechanism of and developments in Soviet education and the Soviet idea of education.


Includes chapters on socialist humanism, reasons for Makarenko's political success, emergence of his theory, and relation of his theory to Soviet realities.

See also Nos. 8, 45, 54, 112, 257, 262, 269, 274, 275.
53. Physical Education

See Nos. 12, 112, 125, 128, 206, 217, 218.

54. Physics


Analysis, interpretation, and evaluation of the course of study and description, interpretation, and correlation of course syllabi with textbook materials. Appendices include a breakdown of basic mathematics and physics courses and syllabi at Moscow State University and Columbia University.

See also Nos. 87, 112, 125, 126, 175, 206, 228, 230.

55. Political Education

See Nos. 45, 51, 54, 125, 175, 228, 249, 254.

56. Polytechnical Education


The author analyses polytechnical education in the light of its historical antecedents and its relevance to the Soviet system in general, and points up the present problems of such education.


Analysis, within the context of Soviet ideology, of the 1958 educational reforms and problems yet to be solved.


The author was a member of a 3-man study mission from the U.S. Office of Education to the U.S.S.R. in the spring of 1969. This report, based on personal observations, compares the characteristics of Soviet polytechnic education in the 10-year general school with American industrial arts education.


See also Nos. 32, 58, 59, 79, 110, 112, 120, 125, 126, 175, 270.

57. Preschool Education

186. INTERNATIONAL BUREAU OF EDUCATION/UNESCO. *Organisation of

Information on structure, administration, syllabi, teaching methods, teaching staff, social and medical aspects, and statistics.


Discusses guidelines for preschool education: its development and achievements, and growing importance in the total educational scheme; its subordination to the task of providing a Communist upbringing; and the campaign for planned teaching in Soviet kindergartens.


See p. 21 for bibliographical information on the U.S.S.R.


Statistical information for the years 1950-60 on number of establishments, teachers, and students.


Translation of an article by F. Sokhin in Sovetskaya pedagogika (Soviet Pedagogy), No. 2, Moscow, February 1962. p. 155-159.

See also Nos. 12, 64, 112, 125, 128, 167, 176.

58. Psychology of Education


See also Nos. 1, 9, 59, 65, 66, 84, 90, 112, 118, 182, 183, 172, 186, 229, 243.
A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS

61. Research


Discusses academic titles and degrees, loss of research centers, and measures for raising qualifications of teaching personnel and for improving research work from 1956 to 1959.


Information on environment of Soviet research, publication of Soviet research, and following and scanning technical Russian literature.


Translation of an article by K. Budraski in Ekonometrychny paszty (Economic Gazette). No. 9, Moscow, December 19, 1961.

See also Nos. 1, 4, 29, 61, 62, 77, 100, 112, 120, 123, 163, 169, 175, 206, 209.

62. School, Life, Work


Translation of article in Sotsiatistickiy feudy (Socialist Labor), No. 8, Moscow, August 1963. p. 146-148. Information on individual and group (student brigades) training, shop schools, school programs, and types of examinations.


Article written in connection with opening of new school year.
28


Translation of an article by V. Ragusov in Sotsialisticheskaya trud (Socialist Labor), No. 4, April 1962, p. 142-146. Discusses the regulations to determine wage payments to student workers, students' rights regarding remuneration, and the ways in which remuneration varies for type of work performed.

See also Nos. 12, 46, 53, 55, 56, 57, 68, 71, 86, 102, 111, 112, 113, 135, 137, 172, 175, 208.

63. Science Education


Based on an address to the Southwest Regional Meeting of the American Chemical Society, December 4, 1959, the article describes Soviet commitment to education as "a commitment to scientific education, to geological education, to an education which will enable Soviet citizens to perform specialized functional tasks to the best of their ability in their expanding industrial society." Author notes the forces most influential in bringing about educational reform.


Covers the period before the Revolution and through 1958. Included is the December 24, 1958 "Law on Establishing Closer Links between School and Life and on Further Development of Public Education in the USSR."


Describes all levels of schooling, including graduate training; includes sample curricula on mechanical engineering from an engineering school, on physics from a university, and on mathematics from a pedagogical institute.


Author is with the Lomonosov Institute of Fine Chemical Technology, Moscow. Article includes information on the Soviet school system, general and special training of undergraduate students, diploma research or design projects, and postgraduate training.


Khrushchev's statements on education under socialism, education reform, education and work, training of engineers: Sputnik, bombs and missiles; and on Lysenko, former president of the V. I. Lenin All-Union Academy of Agricultural Sciences.


Translation of eight articles in Vostokovsky obozrevatel' (Herald of the Higher School): 20, No. 4, Moscow, April 1962, p. 42-62. (1) "Serious Changes are Needed," by N. I. Nasonov; (2) "Trained Personnel to Train Personnel," P. I. Frotsenko; (3) "Ways for Rejuvenating Graduate Studies," M. G. Khitarzian; (4) "The Most Important Task," B. F. Ksenzov; (5) "Research Coordination in Higher Educational Institutions," N. Kh. D'archenko; (6) "A Communist Workshop and the Faculty," F. C. Yelisseyev; (7) "Student Design Clubs Have Become a Permanent Part of Institutions
A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS

of Higher Learning," Ye. A. Nepomnyashchly; (8) "From Research Club to Graduate Study," M. V. Moyseyenko.


Translation of article by G. Kharat'yan in Vseobshchikh statistiki (Statistical Herald), No. 4, Moscow, April 1962, p. 62-73.


Translation of three articles in Vestnik vysshikh shkoly (Herald of the Higher School), No. 8, Moscow, August 1962, p. 36-45. Information on the need to improve the training of scientific cadres and suggestions as to how this may be carried out.


Discusses production organization problems, cybernetics, training of supervisory personnel, and the need for development and training in a methodology and procedures which would reduce planning errors. Also comments on a visit to the Harvard School of Business.

See also Nos. 1, 20, 50, 112, 247, 252, 263, 266, 274.

64. Social Sciences


English translation of three required courses in Soviet higher schools: dialectical and historical materialism, political economy, and history of the CPSU.


Article points out that the social sciences in the U.S.S.R. do not enjoy the prestige which is attached to the physical sciences; notes the pre-occupation of Russian economists with production, and the restrictions still placed on the study of economics and other social sciences, which make these subjects less popular with the students.


Describes this new course in Soviet secondary schools and the purpose for which it was introduced.


See also Nos. 112, 118, 125, 206, 247, 249, 252.

65. Sports

Includes information on U.S.-U.S.S.R. participation in Olympic Games, the importance of physical fitness in the U.S.S.R., physical education in schools, the role of U.S.S.R. women in athletic competitions, and comparison tables on U.S.-U.S.S.R. in the Olympic Games.


Information on the development of the young Soviet physical culture movement, sports training as an education process, how Soviet coaches work like research scientists, and other related information.

See also Nos. 96, 112, 125, 247.

66. Statistics


Includes statistical information on general schools, children's extramural educational establishments, higher, technical, and other special secondary educational establishments, scientific institutions and personnel, and postgraduate students.


Pages 240-243 include statistical information on all levels of education: enrollments, graduates, postgraduate students, scientific establishments, research workers, academies of science, and other.


This paper, presented by Ingvar Svennilson in association with Friedrich Edding and Lionel Elvin at the conference held in Washington, October 16-20, 1961, includes statistical comparison tables of educational expenditures in relation to gross national product; school enrollments by age groups; numbers of foreign students, teachers, and student-teacher ratios in the Soviet Union and other countries; statistics are for the "base" year and 1970 projections.


Pages 210-219 pertain to education.


67. Teachers


A brief report on the All-Russian Congress of Teachers held in Moscow in July 1960.

The editorial praises the work of tea-awn and their "serving as models of limitless devotion to the cause of the Party, to educational mastery, and to their warm love for children."

See also Nos. 12, 55, 66, 111, 112, 119, 128, 194, 231, 247, 252, 262.

68. Teachers' Salaries


Compares salary levels of elementary and secondary school teachers with salaries offered for other occupations in the Soviet Union. A table of monthly wage scales and wage indices of various occupations in the U.S.S.R. is also included.


Compares teachers' salaries in relation to other salaries in the Soviet Union, and teachers' salaries in the Soviet Union and the United States. Included are tables showing earnings in selected occupations in the U.S.S.R. (1957-61) and average annual earnings in the United States in selected occupations.

See also Nos. 112, 206, 247, 252, 262.

69. Teacher Training


Subjects covered: Initial reorganisation of schools, social structure of the student body, education of teachers, changed attitudes toward teaching and academic standards, criticism and changes in Soviet education. Included are a mathematics and physics 3-year program offered by the pedagogical institutes in the U.S.S.R.


Includes information on methods of training and for whom further training is intended.


Based on the author's visit to the Soviet Union in 1959, article includes information on the responsibility and control of teacher education, types of teacher-training institutions, methods of instruction, and graduation requirements. Included is a curriculum for majors in mathematics and physics.


Prepared for the Joint Economic Committee of the Congress of the United States, this study provides information on teacher supply, organization of teacher education, common elements in teacher-education programs, and teacher education at the graduate level, and the teacher and the national interest.

Includes programs of pedagogical institutes in Russian language, literature, and history: Russian language, literature, and foreign language; mathematics and mechanical drawing; mathematics and physics; and other subjects; and university programs in history and physiology of plants.


An analysis in the area of mathematics, with particular attention given professional subject matter.


Includes information on the organization of teacher education, the training of elementary and secondary school teachers, and teacher education at the graduate level.

See also Nos. 12, 63, 78, 110, 112, 119, 125, 126, 128, 150, 155, 175, 196, 210, 259, 265.

70. Teaching Methods and Media


Based on his 6-week visit to the U.S.S.R., the author describes briefly classroom methods, curriculum offerings, and physical aspects of classrooms.


Discusses educational films, tape recordings, television in education, cybernetics in teaching, and the pedagogical and psychological problems resulting from the new techniques.


This mission, headed by Mr. Oliver J. Caldwell, visited Moscow May 14-24, 1963. Visits were made to the Academy of Pedagogical Sciences, to School No. 8, an 11-year school, whose specialty is the teaching of the English language beginning in the second year; a boarding school; a foreign language institute; and the Institute of Energetics. Programmed learning, cybernetics, and teacher exchanges were some of the subjects discussed with an official of the Ministry of Education, RSFSR.


See also Nos. 10, 112, 162, 230, 259.


See also Nos. 10, 112, 162, 230, 259.

71. Technical Education

240. AMERICAN ASSOCIATION OF JUNIOR COLLEGES. Report of the United States Technical Education Delegation
A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS


Some of the topics covered are technical education; faculty, facilities, and administration; the student body and the graduate. The appendixes include a summary of observations, conferences, and interviews at the various technical and institutes visited.


Describes industrial training programs in the labor reserve school, technicums, universities, and institutes. Tables include information on number of graduates in mineral and metallurgical studies in 1955 in the United States and U.S.S.R.; institutes of the Soviet Union offering specialties in geology, mining, and metallurgy in 1955; and U.S.S.R. universities offering courses in geology.


Includes information on special music and art schools, school hobby circles, Young Pioneer and other clubs.


Translation of article by I. Nikolayev in Arkhitektura SSSR (USSR Architecture), No. 7, Moscow, August 1963, p. 41–48. Discusses the need for future development of architectural education in the Soviet Union; the shortage of architects in the various Republics; the tasks of correlating architectural education with life; and the composition of various higher architectural schools.

See also Nos. 15, 25, 57, 91, 100, 101, 112, 117, 118, 200, 206, 208.

72. Textbooks


Examines the image of the United States presented in 20 Soviet textbooks of English-language instruction, and the information they provide on Soviet attitudes regarding education and the goals of Soviet society.


See also Nos. 39, 41, 58, 112, 206, 210, 262, 273.

73. Theory of Education

See Nos. 32, 54, 125, 129.

74. United States—U.S.S.R.

Information on foreign student exchanges, visits to the Soviet Union by U.S. educators, scientists, physicians, "area specialists," and other groups: youth festivals; teaching of humanities and foreign languages in the U.S.S.R., libraries in the U.S.S.R., and on other related subjects.


Describes the Soviet educational system, its impact on the Russian people, and the challenge it poses to U.S. leadership in the noncommunist world.


Differences and similarities in teaching political and social studies subjects in both countries are pointed out. Comparison tables are given, indicating the amount of schooltime devoted to some form of political and social education in both.


Some of the topics covered are specialisation, selection of students, contrast in programs, attitudes toward teachers, libraries, laboratories, and differences in purpose in the European and U.S. systems. Added are special points on Russian education, such as selection of students and purposes of Russian education.


The author served as first Counselor for Cultural Affairs at the U.S. Embassy in Moscow for 8 years. In this paper, which was presented at the Midwest Conference of the American Association for the Advancement of Slavic Studies at the University of Wisconsin, April 24, 1962, he discusses the "Soviet characteristics which form the basis of our difficulties in dealing with the Soviet Union" and their possible eventual solution; benefits to be derived from these changes; and his impressions gained through visits to 21 universities.


Discusses various misconceptions regarding U.S. education, as compared to Soviet education, which have developed in this country since the launching of Sputnik I. Some of the topics covered are the teaching and study of mathematics, science, foreign languages, and history in the Soviet Union, the graduate degree, Pioneer organisations, status and salaries of teachers, and the aims of Soviet education.


A review essay of *Education and Professional Employment in the USSR* by Nicholas DeWitt.


Includes chapters on Soviet education and Soviet power: roots and goals of Soviet education; general, political, and moral education of the younger generation; political education of the people; and training of specialists.


Prepared for the Joint Economic Committee of the Congress of the United States, this study includes information on the educational aims of both countries; the comparative structure of the educational systems; aggregate enrollments and performance of educational systems; comparative...
levels of educational attainment: current revi-

sions of Soviet school programs: comparisons of

Soviet and American instruction programs:
significance of Soviet school reforms: and other

topics.

256. ———. "Ivan Can Read, but
Can He Think?" Challenge: 11, No. 3,
December 1962. p. 4-7.

Compares the U. S. and Soviet educational
systems, taking into account their diverse ob-

jectives.

257. ———. "Soviet Education
at

the Crossroads." The Bulletin of the

National Association of Secondary

School Principals: 47, No. 282, April


Points out the differences in the educational

aims and philosophies in the United States and

U.S.S.R.; discusses the drive to expand second-

ary schooling in the U.S.S.R. in the 1950's, and

school programs in the United States and

U.S.S.R.; and compares the prereform cur-

riculums in 1952 and the postreform cur-

riculums in 1963 in Soviet secondary schools.

258. ———. "The Soviet Student:
Profile and Prediction." Teachers Col-

lege Record: 64, No. 2, November 1962.
p. 91-98.

Some of the points discussed are the Soviet

approach to education, the turning point in

secondary education in the U.S.S.R., popula-

tion factors, and vocational primacy. Compari-

sons and contrasts between the U. S. and

U.S.S.R. school systems are pointed out.

259. ———. "Strategic Problems of
Educational Policy in the Soviet Union

and the United States." Comparative

p. 4-8.

Discusses such problems as teacher training,

"general" versus "specialized" education, and

"subject matter" versus "methodology."

260. Feldmesser, Robert A. "Social
Status and Access to Higher Educa-

tion: A Comparison of the United

States and the Soviet Union." Har-


Compares backgrounds of United States and

U.S.S.R. college students, status groups, social

experiences, and secondary school structures in

both countries.

261. Harris, Dixie Lee. "Education
of Linguistic Minorities in the United

States and USSR." Comparative Edu-

cation Review: 6, No. 3, February


Compares United States and U.S.S.R. govern-

ment policy towards minorities, language policy,

administration and leadership of minority

affairs; availability of various materials in

minority languages, alphabets, musical arts and

drama of linguistic minorities; minority attitude

towards schools, teacher training for minority

schools, and higher education for minorities. A

comparison table is included on the Kazakh

Boarding School No. 1, Alma Ata, U.S.S.R.,

and the Mt. Edgecumbe School, Alaska. The

table includes general aims, school population,

instruction programs, and other information.

262. Hechinger, Fred M. The Big
Red Schoolhouse. Garden City, N.Y.:


In this comparison of United States-U.S.S.R.

elementary-secondary schools, the author dis-

cusses the evolution and development of United

States and Soviet education; philosophy, psy-

chology, and education goals; teaching methods,

curriculums, examinations, honors and failing;

teachers and teachers' salaries; and other re-

lated subjects.

263. Katterle, Zeno B. "Soviet
Schools: Myths and Fallacies." Sat-


Based on author's visit to the Soviet Union,

article discusses some of the misconceptions

regarding foreign language and science teaching,

homework, and examinations in Soviet schools.

264. King, Alexander. "Higher
Education, Professional Manpower and

the State: Reflections on Education

and Professional Employment in the

USSR." Minerva: 1, No. 2, Winter

Discusses the parallels and differences in the Soviet and Western higher educational systems, and the changes in attitudes towards higher education which are leading and will continue to lead to various educational reforms in many countries.


Includes comparison tables of teacher-education curriculums of a university in the United States and a pedagogical school in Russia, and language arts, science, mathematics, and professional education instruction.


This report, presented at hearings before the Subcommittee of the Committee on Appropriations of the 86th Congress, includes various statistical tables (enrollments, graduates, etc.) and curriculum comparisons for certain fields of study.


The picture of U.S. higher education as presented in an official Soviet statistical handbook on higher education in the U.S.S.R., Uspecheskoe obrazovanie v SSSR, should receive serious attention of U.S. educators. Article calls attention to the “comparative” statistics and statements which can give an inaccurate impression of our colleges and universities to readers unfamiliar with U.S. educational practice.


Examines and evaluates some of the claims of alleged deficiencies in American education and alleged superiority of Soviet education, and points out the divergent educational aims and philosophies of the two nations.


Compares characteristics of the Soviet (10-year general school) and American approaches to industrial arts in selected categories.


Summary of data from author’s book What Ivan Knows That Johnny Doesn’t.

A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS

Discusses the teaching of reading, literature, foreign languages, history, and geography in Soviet and American schools, and includes tables of contents of Soviet and American textbooks in these subjects. Appendices include the Soviet curriculum in the 10-year school, some basic facts about Soviet schools, an American elementary and high school curriculum, and U.S. textbook selection (by states) as of December 1965.


Some of the subjects covered: The purpose of American education, democratic or representative government, mandate of Lenin and Stalin, education under the Russian laws, compulsory free education in the U.S.S.R., stress on engineering and science in the U.S.S.R., Democracy's commitment to an open society, Communist suppression of freedom of information, and "peaceful coexistence" propaganda.


75. Vocational Education


Includes information on schools and on the Pioneers, Komsomols, and Anti-propaganda.

Translation of an article in Sovetskaya pedagogika (Soviet Pedagogy), No. 5, Moscow, May 1961. p. 9-16. Information on the ties existing between the Komsomol organisations and the schools and the necessity to attract the organisations to do more in helping with the education of children and young people.

See also Nos. 4, 7, 19, 20, 44, 52, 77, 81, 83, 88, 96, 111, 112, 125, 134, 135, 209, 242, 252.
Supplement

[Numbers in brackets indicate the appropriate sections of Contents to which each annotation is a supplement]


Based on a visit to the Soviet Union by the first official U.S. delegation sent to study medical education in the U.S.S.R., article discusses their visits to various medical schools, and the training of Soviet medical students.


Prepared for the Joint Economic Committee of the Congress of the United States. P. 69-84 of this report include statistical information on all levels of education and types of schools in the S.S.R.


Includes the following chapters on education in the U.S.S.R.: "Scientific Potential in Two Countries: The United States and the USSR," p. 70-86; "Control of School Curricula in Four Countries: the United States, USSR, France, and England," p. 110-128; and "The Importance of Language: The Case of the USSR," p. 113-145.


The six chapters on Soviet Russia are:


Based on the author's visit to the Soviet Union, article discusses the almost complete lack of recognition for individual differences of Soviet elementary and secondary school students; and describes the Institute of Methods, the Institute of Psychology, and the Department of General Psychology of the Academy of Pedagogical Sciences; the University of Moscow Psychology Department; and aptitude and achievement testing.


Information on engineering economics and management-training schools, and on administrative training in higher Communist Party schools.


The nine chapters discuss the following historical highlights: precursors of the Russian tradition; Russian leaders' opposition to auto-

Includes information on the concept of ideology in Communist education; Soviet educational psychology; Russian children at home and in school; the traditional and distinctive in Soviet education: the role, status, and training of teachers in the USSR; selection and differentiation in Soviet schools; the polytechnic principle: higher education; and common ground between Communist and Western education.


Discusses objectives in the teaching of history in the Soviet Union, analyzes textbook content, and notes the effort to stimulate hatred and contempt for the United States in teaching about it.


In this revised version, the author includes information on the development of education since the 1968 reform. Appendix I contains lesson plans for the secondary school before 1966, and curricula for the 8-year school (1962), the Chechen and Ingush Peoples of the RSFSR, and for schools for working youth (1962). Appendix II provides syllabuses for the preschool and secondary schools.


Discusses basic factors which determine the character and fundamental content of education in the secondary school, and the study and teaching of literature, history, political knowledge, geography, foreign languages, mathematics, physics, chemistry, biology, technical subjects, and industrial training.


The article discusses the organization of psychological research: the basic tenets of Soviet psychologists, and some experimental studies observed by the authors.


Includes chapters on music education and national music schools.


The author discusses the lot of the Soviet student, entrance requirements, and why the Soviet students avoid the study of social sciences.


The report discusses the content of the symposium and its dynamics and relates the author's impressions as a participant.


Includes chapters on the historical evolution of the Russian intelligentsia, the structure of the Soviet intelligentsia, Soviet university students, Soviet scientists, and the development of ideology and science in the Soviet Union.


Information on the organization and promotion of sports, sports facilities, and training of physical education teachers.
A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS


Discusses use of new training methods—particularly radio electronics, i.e., radio, tapes, television, and cybernetics apparatus.


21. ———. Automation in Educational Methods and Techniques. JPRS Report No. 23876/OTS-64-21693. [15,70]

Includes translations from Radzmen’she skhoza, Kiev, 1963, as follows: “Compiling Programs for Teaching Machines” and “Means of Automation in Educational Research,” issue No. 7; and “We Manufacture Teaching Machines” and “Technical Cybernetics in a School,” issue No. 8.

22. ———. Certain Peculiarities of Organisms as a “System” from the Point of View of Physics, Cybernetics, and Biology. JPRS Report No. 1356-N, March 17, 1965. 21 p. [8,15,54]


25. ———. Educational Aids: Programmed Teaching and Motion Pictures. JPRS Report No. 23679/OTS-64-21792. [15,70]

Translation of article “Programmed Teaching,” in Sredneiskaya sovetskaia obrazovatel’naia, No. 8, Moscow, 1963.


Translation from Nachal’nye shkoly, No. 10, Moscow, 1964.


Translated from Planovaya khoznaya ehkonomiya (Planned Economy), No. 8, Moscow, Aug. 1963, p. 48-52.


Translated from the book Problemy kursiya, edited by A. A. Lyupov, No. 8, 1962, published by the State Press for Physicomathematical Literature, Moscow, p. 3-358.


Translated from Vestnik vysshikh shkol (Herald of the Higher School), No. 12, 1963, Moscow, p. 45-51.


Translations of articles "Man and Machine" and "Steps Along a Cliff" and "the Brain as a Television" from Nasha i shkola (Science and Life), 19, No. 7, Kiev, 1963.

32. ——. Soviet Military Translations, No. 182. JPRS Report No. 23371, [15, 70]


33. ——. Teaching Machines Discussed. JPRS Report No. 23395/OTS-64-21644, [15, 70]


Includes information on Soviet conference on programmed instruction, simple teaching machines, computer-based teaching machines, programmed instruction in the Soviet armed forces, programmed learning without teaching machines, projected developments in Soviet programmed instruction, and Soviet Bloc research on teaching machines and programmed learning.


See pages 1008-1044.


Discusses organisation for educational research, activities of the Academy of Pedagogical Sciences, and evaluation of educational research.