

labour upbringing of the young people, and of the suggestions of broad sections of the Soviet public. It goes without saying that in doing this, the specific national features of each Union republic must be taken into account.

The proposed reorganisation will enhance the role of the schools in educating and bringing up the young people, will substantially raise the general educational level and work qualifications

of the young people, will better ensure the training of highly qualified personnel for all branches of the national economy, science and culture, and will to a still greater extent facilitate the growth of the might of the Soviet Union, which is advancing with a firm step along the road of building communism.

*(The above Theses were published in the Soviet Union on November 16, 1958.)*

# Bringing Soviet Schools Still Closer to Life

★ Full Text of the Theses of the Central Committee of the Communist Party of the Soviet Union, and the USSR Council of Ministers on the question of

**STRENGTHENING THE TIES OF THE SCHOOL WITH LIFE, AND FURTHER DEVELOPING THE SYSTEM OF PUBLIC EDUCATION**

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# Strengthening the Ties of the School with Life, and Further Developing the System of Public Education

*Theses of the Central Committee of the Communist Party  
of the Soviet Union and the USSR Council of Ministers*

1. The Soviet Union is now in the midst of a great advance. The country's economy is developing rapidly, science and culture are making unprecedented progress and the standard of living of the working people is steadily rising. The Soviet people—real masters of life and makers of history—have won outstanding victories in all spheres of economic and cultural development—victories of which they are justly proud, victories which inspire the hearts of millions of friends of peace and socialism in all parts of the world with joy and hope and which fill the enemies of the working class with fear and despondency.

The Soviet people have achieved great successes as a result of the wise home and foreign policy of the Communist Party and the Soviet state. In the years that have gone by since the historic 20th Congress of the Communist Party of the Soviet Union, Soviet society has taken another big step forward in the gradual transition from socialism to communism. These years have been marked by a tremendous acceleration of the rate of communist construction, and by wide-scale encouragement of the working people's initiative in the political life of the country and in economic and cultural endeavour. Consistently applying the great behests of Lenin, the party has rallied the masses of the people still closer around itself.

The Soviet Union is now faced with the need to carry out new and far-reaching tasks. The 21st Congress of the C.P.S.U. will discuss and approve the target figures for the development of the national economy from 1959 to

1965. The Seven-Year Plan will be a great programme of communist construction and its fulfilment will make the Soviet Union still stronger and richer and will be of decisive significance for victory in the peaceful competition between the socialist and capitalist systems. The Soviet people are fully confident that they will carry out the plans that have been outlined.

2. The decisive part in carrying out these creative plans will be played by Soviet men and women. Their loyalty to the cause of communism, their will to work, their ability to translate into reality the great outlines drawn by the Communist Party are the foundation for our victories. In the Soviet Union the well-spring of the people's talents is inexhaustible. Ever new millions of builders of communism are joining the ranks of the conscious and energetic workers of Soviet society. Vladimir Ilyich Lenin taught us that for the Communist Party and the Soviet state the upbringing and education of the younger generation and the training of highly qualified personnel for all branches of the economy, science and culture must always be the object of special concern.

The Soviet school system has prepared millions of educated and cultured citizens, playing an active part in socialist construction. It has created remarkable forces of outstanding scientists, engineers and designers, whose searchings and whose creative work are embodied in such historic scientific and technical victories as the artificial earth satellites, atomic power stations, the atomic icebreaker and high-speed jet

airliners. But Soviet people must not rest on their oars. Life itself is setting the school new tasks. Our systems of general and higher education are lagging behind the demands made by the building of communism and suffer from serious shortcomings. The most serious of these is that instruction is to some extent divorced from life. This shortcoming in the educational system is all the more intolerable at the present stage in building communism.

"Every boy and every girl," said Comrade Khrushchov, speaking at the 13th Congress of the Young Communist League, "should know that in studying at school they must prepare themselves for work, for creating values that are useful to man, to society. Everyone, regardless of the position occupied by his parents, must have only one road—to study and, having acquired knowledge, to work."

It is necessary to reorganise the edu-

cational system so that the secondary and higher educational establishments play a more active part in all the creative endeavours of the Soviet people. The paths to be followed in this reorganisation are outlined in the memorandum of Comrade N. S. Khrushchov, first secretary of the central committee of the Communist Party of the Soviet Union, on "Strengthening the Ties of the School with Life, and Further Developing the System of Public Education." The proposals made in that memorandum have been approved by the presidium of the central committee of the C.P.S.U. and are warmly supported by the Soviet public, which regards the reorganisation of the school system as an urgent task. These proposals are aimed at raising to a still higher level the communist education of the younger generation and the training of personnel for all branches of the economy, science and culture.

## THE SCHOOL AND THE BUILDING OF COMMUNISM

3. The Communist transformation of society is inseparably bound up with the education of the new man, in whom spiritual wealth, high ethical standards and perfect physical fitness must be harmoniously combined. The man of the communist future will be free from the mean characteristics bred by a system of exploitation: the selfishness of private ownership, the desire to live at the expense of other people's labour, philistinism, individualism, etc.

One of the principal evils of the old society was the great gulf between manual and mental labour. The separation of manual work from mental work took place with the appearance of private ownership of the means of production and the division of society into hostile, antagonistic classes. The growth of the contradictions of capitalism has increased still more the contrast between mental and manual labour. Marxist teaching has exploded the bourgeois legend that there must inevitably exist for ever, on the one hand, a drab

mass of people, doomed to a subordinate position and arduous physical toil, and, on the other hand, a small group of people, allegedly predestined by nature to think, to rule and to develop science, literature and the arts. The experience of the Soviet Union, the experience of the Chinese people and of the peoples of the other socialist countries has shown in a conclusive way that the working men and women, on ridding themselves of the fetters of exploitation, irrespective of racial, national or other distinctions, administer the state, not worse, but better than the exploiters, and are developing the economy, science, literature and the arts at an unprecedented pace.

4. The divorce of mental labour from manual labour and the conversion of mental endeavour into a monopoly of the ruling classes have done tremendous harm to the intellectual development of mankind. For centuries culture was forbidden fruit for the millions of ordinary people. For centuries the old society

organised the school system in such a way that it was, in fact, out of reach of the masses of working people and served the interests of the exploiters. The development of all aspects, not only of production, but also of the spiritual activity of the broadest masses of working people is being accelerated on a gigantic scale in socialist society, where the essential distinctions between manual and mental work are gradually being obliterated and their unity is being established. The socialist state is organising its school system so that it will serve the people, give knowledge to the working people and promote the development of all the people's talents. The Soviet school is bringing up the rising generation in the spirit of the most progressive ideas—the ideas of communism—and is shaping in the minds of the young people a materialist world outlook, the basis of genuinely scientific cognition of the world. Socialism has opened up boundless scope for the growth of the material and spiritual wealth of society, for the all-round development of the personality. In socialist society all the achievements of world culture become the possession of the masses.

5. Thanks to the establishment of the socialist system, work in our country has been transformed from the heavy burden it is under capitalism into a matter of honour and civic duty for everyone. Socialist society, of course, applies the principle: "From each according to his ability, to each according to his work." But this principle is not eternal. In communist society another principle will prevail: "From each according to his ability, to each according to his needs." This naturally does not mean that under communism there will be a lordly life in which laziness and idleness reign supreme. In the communist future people will lead interesting, creative, industrious and cultured lives. Work will become the prime vital necessity of man. At the same time people will have much more time to devote to science, literature, music, painting, sports and other things they like. Marx wrote that in communist

society "the development of the productive forces will advance so rapidly that although production will be designed to provide riches for all, nevertheless the *free time* of all will increase."

What Marx foretold with such great foresight is coming true. The productive forces of Soviet society have developed to such an extent as to place on the agenda the question of shortening working time and increasing free time. The transition to a seven-hour working day, and in some branches of industry to a six-hour day, is gradually being carried out in the U.S.S.R.. Together with the further development of the productive forces and the increase in the social wealth of the Soviet Union, the free time of the working people will steadily increase. This means that all Soviet men and women will have ever greater opportunities for combining work with study, for broadening their horizon and satisfying their intellectual requirements, which are increasing all the more rapidly the nearer we draw to communism.

Proceeding from the Leninist premise that communism means, in the first place, a higher productivity of labour than under capitalism, the working people, both in industry and agriculture, must introduce the most efficient methods and the latest achievements of science and technology. Accelerated development of mechanisation and automation and the application of chemical processes in production, the introduction of electronics and computers on a wide scale, the maximum development of electrification and other highly efficient methods are radically changing the nature of work. The labour of workers and collective farmers is drawing ever nearer in essence to the work of technicians, engineers, agronomists and other agricultural specialists. What is now being required of the workers is the ability to operate improved machine tools and the finest precision instruments and devices for measurement and control, and an understanding of intricate technical calculations and blueprints. The immediate and long-term prospects for the Soviet Union's technical and economic development are thus making ever greater

demands on all the working people of our society. An all-round education is becoming a vital necessity for them.

It is a very great mistake to assert that with the automation of production manual labour will disappear in communist society. It goes without saying that gigantic technical progress will immeasurably lighten manual labour, and many trades that exhaust people are disappearing and will disappear in the future. Yet the harmonious development of man is inconceivable without manual work—creative and joyous—which strengthens the organism and stimulates its vital functions. "Just as in nature itself the head and the arms belong to one and the same organism, so is mental and manual labour also combined in the process of work," wrote Karl Marx. The new generations of builders of communist society, participating in socially useful activities, must join in manual work within their powers and in the most varied forms.

6. The idea of combining instruction with productive work has attracted the best minds of mankind for a long time. Already the utopian socialists Campanella, Fourier and Owen, and the great Russian revolutionary democrat Chernyshevsky, in describing the society of the future, said that under socialism instruction would be closely linked with productive work. The great thinkers Marx, Engels and Lenin placed the idea of combining instruction with productive work on the realistic foundation of the proletarian struggle for socialism and communism and organically linked it with the polytechnical training of the youth in socialist society. Marx wrote that in bringing up children it was necessary, from a certain age, to combine productive work with instruction and gymnastics. This "will be not only a method of increasing social production, but also the only method of bringing up people of all-round development." Engels stressed that "in socialist society work and education will be combined and in this way the rising generation will be assured an all-round technical education as well as a practical foundation for scientific upbringing." Already before

the October Revolution Lenin planned the bringing up of children and the youth in socialist society on the basis of combining instruction with productive work.

7. The experience of the Soviet school confirms the scientific foresight of Marx, Engels and Lenin. In his historic speech at the Third Congress of the Young Communist League, Lenin explained that the younger generation must learn to build communism, closely linking up each step in their training, upbringing and education with the struggle of the working people against the old, exploiting society. The young people must not confine themselves to the schools but must combine all their learning and education with the labour of the workers and peasants. "Only in labour together with the workers and peasants is it possible to become a real communist," Lenin pointed out. Giving concrete expression to this proposition, he said that the young people must link up their studies with work, with the struggle to reconstruct industry and agriculture on the basis of electrification, with the struggle for culture and the education of the people. The principle of combining instruction with productive work has been formulated in major documents of the Communist Party.

8. A genuine cultural revolution has been accomplished in the U.S.S.R. The Soviet school system has played a decisive part in this revolution and has facilitated the advance of the culture of all the peoples in our multi-national homeland. The Soviet Union today has no backward national "borderlands," as was the case in tsarist Russia. All the peoples in the Soviet Union have schools where their children are taught in their native language. The well-springs of education and culture are freely available to all, illiteracy has been eradicated, universal seven-year education has been accomplished and secondary and higher education have been extensively developed. More than 50 million people are now studying in the U.S.S.R.

Whereas in Russia before the Revolution, a total of 9,650,000 pupils were attending elementary and secondary

schools in 1914, in the 1957-58 school year which has ended there were 28,700,000 pupils in our general educational schools and, if schools for adults are included, the figure was 30,600,000. During this period the number of pupils in the senior forms of secondary schools increased nearly 40 times over. In 1958 alone 1,600,000 boys and girls completed their studies at secondary schools providing a general education and at schools for young workers and peasants.

Particularly great successes in public education have been achieved in Union republics whose population was almost completely illiterate in the past. For example, more than 1,340,000 pupils are now attending schools in the Uzbek Republic, whereas in 1914 there were only a little more than 17,000 school children on the territory of what is now Uzbekistan.

More than four million students are now studying at higher educational establishments and specialised secondary schools, as against 182,000 in 1913. The universities and colleges of the U.S.S.R. have nearly four times as many students as such big European capitalist countries as Britain, France, the Federal Republic of Germany and Italy combined, whose population is nearly 200 million, i.e., almost as large as that of the U.S.S.R. About 7,500,000 people with a higher or specialised secondary education are now working in our country's national economy, while in 1913 there were fewer than 200,000 specialists of this kind.

The Soviet Union has advanced to one of the first places in the world in the development of science and technology and has surpassed all countries in the scale and quality of the training of specialists. When the first Soviet artificial earth satellite was hurled into the boundless expanses of outer space, many sober-minded and thinking people in the capitalist world recognised that the extensive development and high level achieved by secondary and higher education in the U.S.S.R. was the primary reason which had determined that brilliant victory of Soviet science and technology. The American press wrote with alarm

about how much time and attention is being given to the study of mathematics, physics, chemistry and biology in the Soviet secondary school as compared with United States schools. The United States of America, whose leading circles used to pride themselves on being, so they claimed, in the lead, now declare that the United States must overtake the Soviet Union in the training of specialists. This is an achievement of which we cannot fail to be proud.

A splendid generation of young people who are devoting all their knowledge, energies, abilities and talents to building communism, has been brought up in Soviet society. The high moral qualities of the Soviet youth have been manifested in a striking way at the labour fronts in building socialism during the first five-year plans, in the Great Patriotic War, in the heroic feats performed in cultivating virgin and long-fallow lands, in the construction of big power stations, mines and blast furnaces, in the construction of new industrial centres in the East and North of our country, and in many other feats of labour in our day.

9. The progressive development of the productive forces in the process of building communist society, the perfecting of socialist relations in society and the further development of Soviet democracy are creating favourable conditions for posing new tasks of the communist upbringing and education of our young people and for successfully carrying them out.

It was pointed out at the 20th Congress of the Communist Party of the Soviet Union that a big shortcoming of our school system is that instruction is to some extent divorced from life and that when they leave school, young people are not sufficiently prepared for practical work.

"To strengthen their ties with life the schools must not only introduce new subjects which teach the pupils the fundamentals of technology and production, but must also systematically accustom the pupils to working in factories, collective and state farms, experimental plots and school workshops," it was stated in

the report of the central committee of the Communist Party of the Soviet Union to the congress. "The secondary school curriculum should be revised to include greater production specialisation, so that boys and girls who complete their studies at a ten-year school have a good general education, opening the way to a higher education, and are, at the same time, prepared for practical activity, since the greater part of those leaving school will immediately begin working in various branches of the national economy."

Since the congress a certain amount of work has been done to bring the school closer to life. The first experiences in combining instruction with productive work, already accumulated in a number of schools in the R.S.F.S.R., the Ukraine and other Union republics, are undoubtedly valuable and promising. A remarkable example of initiative in forming teams of pupils on collective farms has, for instance, originated in the Stavropol Territory. These teams are made up of pupils of the 8th and 9th forms. The collective farms allocate definite areas of land to the teams. The pupils do a whole range of jobs in agriculture which are within their powers and fit in with the school curriculum. These jobs are not done to the detriment of the curriculum. In the winter and spring definite hours are assigned to work and in the summer the pupils are mainly engaged in working on the collective farm. The boys and girls are brought up to work, are becoming accustomed to discipline and are preparing to be good agriculturists.

A profound study of the experience accumulated by a number of schools which are combining instruction with production and work will help to reorganise the educational system.

Yet in the overwhelming majority of secondary and higher educational estab-

lishments the situation has remained practically unchanged and the ties of the schools with life, as in the past, are completely inadequate. That is why the central committee of the party and the U.S.S.R. Council of Ministers consider it necessary to examine in all its scope the question of practical measures to strengthen the ties of the schools with life and further to develop education in the country.

"The system of bringing up our rising generation in the schools must be reorganised drastically," it is stated in Comrade Khrushchov's memorandum on strengthening the ties of the school with life. "The most important thing here is to issue a slogan, and make this slogan sacred for all children entering school, namely, that all children must prepare for useful work, for taking part in building communist society. And any work at a factory, a collective farm, an industrial establishment, a state farm, a machine and tractor station, a repair and service station, or in an office—any honest, useful work for society—is sacred work and necessary for every person who lives in and enjoys the benefits of society. Every person living in communist society must contribute by his work to the construction and further development of this society. The main task of our schools must become that of preparing our younger generation for life, for useful work, and of inculcating in our youth a deep respect for the principles of socialist society."

The Soviet school is called upon to prepare people with an all-round education who have a good knowledge of the fundamentals of science and, at the same time, are capable of systematic manual work, and to foster in the young people a desire to be useful to society and to take an active part in the production of the values which society needs.

preparing well-educated people, with a good knowledge of the fundamentals of science, for the higher educational establishments. The school concentrated its main attention on giving the pupils the

general educational grounding necessary for entering a university or institute. This led to one-sidedness and a certain abstract quality in the teaching provided for the young people, to the divorcement of the school from life, which made for serious shortcomings in educational work as well. The school limited itself primarily to verbal methods of instruction and did not pay the necessary attention to accustoming the children and young people to take part in socially useful work within their powers.

As a result of this, many boys and girls who have completed their studies at secondary schools consider that the only road in life suitable for them is to continue their education in a higher educational establishment or, if the worst comes to the worst, in a specialised secondary educational establishment; they go unwillingly to work in factories, mills, collective farms and state farms, while some of them consider it degrading to do manual work. Yet the continuous expansion of secondary education naturally leads to a situation in which the overwhelming majority of the young people who leave school must go straight to productive work. At the same time, technical progress demands the replenishment of industry and agriculture with young people who have a sufficiently high general educational grounding.

In present conditions the higher educational establishments annually enrol about 450,000 people, including those who study at evening classes or through correspondence courses. Between 1954 and 1957 more than two and a half million people from among those who completed their studies at secondary schools did not enter higher educational establishments or specialised secondary schools. In view of the fact that the curriculums of the secondary schools are divorced from life, many young people have no work skills and are not familiar with production, which creates serious difficulties in placing them in jobs and gives rise to dissatisfaction among a considerable section of the young people and their parents.

All this has created an imperative need

for reorganising the work of the schools.

11. The initial starting point for a proper solution to the problem of reorganising the school system is first of all the premise that from a certain age all young people should join in socially useful work and that their instruction in the fundamentals of science should be linked with productive work in industry or agriculture. From this there follows the need for properly correlating, in the secondary school, the general, polytechnical and vocational education, based on a rational combination of work and instruction, with rest and leisure and the normal physical development of children and young people.

Thus, the key principle in teaching the fundamentals of science at school—the principle which determines the content, organisation and methods of instruction—must become the close linking of instruction with life, with production, with the practical work of building communism. Instruction must psychologically prepare the children from their very first years, so that they will in the future take part in socially useful activities, in work.

The education and upbringing of the younger generation on the basis of linking up instruction with life and with work that is within their powers, must be organised in such a way that the age of the school children is taken into account. It is desirable for all young people to be drawn into socially useful work from the age of 15 or 16. It is therefore necessary to divide secondary education into two stages.

12. The first stage of secondary education must be the **compulsory eight-year school**, set up in place of the seven-year school that exists at present. The compulsory eight-year school will be a considerable step forward in developing education, as compared with the seven-year school. The young people who complete their studies at an eight-year school will have a greater general knowledge and, both psychologically and practically, will be better prepared for taking part in socially useful activities. Such a school

## THE SECONDARY SCHOOL

10. The educational system now existing in the U.S.S.R. was created more than 20 years ago. In the 'thirties, in the period of socialist reconstruction of the economy, the school was set the task of

will solve the problems of communist education and of labour and polytechnical instruction more successfully; it will provide the pupils with a wider range of knowledge, and will make it possible to eliminate the overloading of the pupils with studies that has existed in the seven-year school, and to organise in a more thorough way the physical training of children and the development of good artistic taste. The specific features of woman's work should be taken into account in the work training given to girl pupils in the eight-year school.

In the process of instruction and upbringing the school is called upon to familiarise the pupils with the varied forms of work in our society and to help them to discover their particular bent and make a conscious choice of their future occupation.

The eight-year school will be an incomplete secondary labour polytechnical school providing a general education. Primary schools consisting of the first four forms should be preserved in small communities. When they have been through the fourth form at these schools the pupils will enter the fifth form at the nearest school.

On leaving the eight-year school, all young people must join in socially useful work at industrial establishments, collective farms, etc. This will create more equal conditions for all citizens as regards work and education, and it will be a good means of bringing up young people in the spirit of the heroic traditions of the working class and the collective-farm peasantry.

13. Young people will receive a complete secondary education during the **second stage** of instruction. A secondary education can be completed on the basis of combining studies with productive work in the following ways.

The first and main way is for young people, who upon finishing at the eight-year school go to work, first of all to receive initial vocational training and then, while working in production, to study at **schools for young workers and peasants**. These schools should give their pupils a

complete secondary education and help to increase their vocational skill.

The second way is for young people who have completed their studies at the eight-year school, to be taught at a **secondary labour polytechnical school providing a general education together with production training** (of the type of factory or agricultural vocational schools) which, on the basis of nearby industrial establishments, collective farms, state farms, repair and service stations, etc., will combine instruction with productive work and give the pupils a complete secondary education and vocational training for work in a branch of the economy or culture.

The third way is to teach a section of the young people in **specialised secondary schools** which will function with the eight-year school as a basis, and at which the pupils will obtain a complete secondary education, a speciality and the status of specialists with medium qualifications.

The new system of education will enable every boy and girl to prepare for life better, to have a definite trade and to choose the way of obtaining a complete secondary education that suits them best.

14. The purpose of the secondary schools for young workers and peasants is to enable young men and women working in production or in offices to obtain a complete secondary education. These can be shift, evening, seasonal (in rural localities) or correspondence schools. It is necessary to create conditions which will ensure that the working youth are brought into these schools, that they study in a normal way, and that there is a decided improvement in the quality of the instruction given. For those who study successfully while working, it is desirable to institute a shorter working day or to release them from work for two or three days a week.

The pupils of these schools must be given the opportunity, not only to receive a complete secondary education, but also to improve and deepen their vocational training. The period of study at schools for young workers and

peasants should be three years. It is necessary to provide encouragement in every way for the working youth to obtain a secondary education and to encourage the passing of secondary school examinations without compulsory attendance at classes.

In raising the trade rating of young workers and collective farmers and in giving them promotion at work, it is desirable to take into account successful studies at school and a favourable assessment of social and production activities.

In view of the fact that a certain number of the working youth do not have a seven-year education, schools for young workers and peasants can continue for a certain time to have all forms, beginning with the third. In case of necessity these schools can also arrange classes for adults.

Youths and girls who complete their studies at schools for young workers and peasants will receive a certificate of secondary education and will have the right to enter a higher educational establishment.

15. Secondary labour polytechnical schools providing a general education together with production training (of the type of factory or agricultural vocational schools) are to be set up in towns and rural localities and will have a three-year period of study. They will combine general polytechnical and vocational education. In production training the correlation of theory and practice and the periods of instruction and work will be fixed in accordance with the nature of the special training being given to the pupils and with the local conditions. In schools in the countryside the school year should be arranged so that the seasonal nature of agricultural work is taken into account.

Production training and socially useful work can be carried on in the training and production shops of industrial establishments, in teams of pupils on collective and state farms, on training and experimental farms, and at the

training and production workshops of a school or group of schools.

Those who complete their studies at secondary labour polytechnical schools will receive a certificate of secondary education and a diploma giving them a rating in the trade they have chosen, and they will have the right to enter a higher educational establishment. Secondary schools can be set up either separately from an eight-year school or together with it.

16. A new type of institution for the education and upbringing of children has been established and is being ever more extensively developed in the Soviet Union—the boarding school, where the best conditions are provided for the education and communist upbringing of the younger generation. In accordance with the reorganisation of the system of secondary education, the boarding schools may be either eight-year or 11-year schools, depending on local conditions. They should follow the curricula and syllabuses of the eight-year and secondary labour polytechnical schools giving production training. The boarding schools are to set examples of a really efficient combination of educational instruction and productive labour.

17. Besides the aforementioned schools for the second stage of secondary education, it is desirable to retain schools for children showing superior abilities in music, choreography and the fine arts. When necessary, these schools are to provide facilities for children living out of town and children from large families to attend them as boarders. The parents' contribution to the upkeep of their children should be fixed on the same principles as at boarding schools.

The schools for children and young people with superior abilities in the arts will give their pupils a general secondary education, work training, and special training in some field of art. On completing their studies at these schools pupils can go direct to appropriate higher educational establishments.

The schools and public education authorities must pay more attention to developing the abilities and inclinations



of all children, both in the arts and in mathematics, physics, biology and other sciences. Circles, studios and special lecture bureaus should be organised on a wide scale at higher educational establishments and schools; societies of young mathematicians, physicists, chemists, naturalists and engineers should be formed; gifted young people should be discovered and their talents should be carefully fostered. Thought should be given to the question of establishing special schools for young people with a particular inclination and aptitude for mathematics, physics, chemistry and biology. It goes without saying that such schools, when organised, may admit youths and girls who have been recommended by their school's teaching board and who have passed a special examination.

18. The schools for the second stage in secondary education should provide a higher level of general and polytechnical education than is now established for the 10-year schools. Special attention should be paid to teaching physics, mathematics, chemistry, draughtsmanship and biology. The study of foreign languages must be fundamentally improved at all schools throughout the country; the network of schools in which a number of subjects are taught in foreign languages should be expanded.

The reorganisation of the schools should by no means result in a reduction or weakening of education in the humanities, which is of great importance for the formation of the pupils' communist world outlook.

It is necessary to do away with the underestimation of physical training and aesthetic education for school children. The various forms of independent youth activity in the technical field, in the arts, natural sciences, physical culture, sport and tourism, should be developed still more widely.

The reorganisation of school education will call for a change, not only in the content, but also in the methods of teaching, with a view to the maximum development of the independence and initiative of the pupils. Visual

methods of instruction should be applied more extensively; the cinema, television, etc., should be widely used; abstract teaching of the fundamentals of science and production must be done away with. It is particularly important to promote on a wide scale in the schools technical inventions and work by the pupils to make new instruments, models and technical devices; experimental agricultural work should also be encouraged.

19. Instruction in the native language has been effected in Soviet schools. This is one of the important gains of the Leninist national policy. At the same time, the Russian language, which is a mighty medium for intercourse between nations, for strengthening the friendship between the peoples of the U.S.S.R. and for giving them access to the wealth of Russian and world culture, is being seriously studied in the schools of the Union and autonomous republics.

One cannot, however, ignore the fact that children are greatly overloaded in studying languages at the schools of the Union and autonomous republics. Indeed, at the national schools children study three languages—their native tongue, Russian and one foreign language.

Consideration should be given to the question of allowing parents to have the right to decide to which school (as regards the language in which instruction is given) they will send their children. If a child attends a school in which instruction is given in the language of one of the Union or autonomous republics, he may study Russian as an optional subject. And, conversely, if a child attends a Russian school he may study the language of one of the Union or autonomous republics as an optional subject. It goes without saying that this can only be done when there is the necessary number of children for making up classes in which instruction is given in this or that language.

Giving parents the right to decide which language their child will study compulsorily is the most democratic way of approaching the question; it will eliminate any bureaucratic approach to

this important matter and will make it possible to eliminate the excessive overburdening of school children in studying languages. Permission should be given not to include a foreign language among the compulsory subjects at those schools which do not have the proper conditions for this.

20. A big improvement is needed in the way in which the upbringing of children in the schools is organised. The upbringing must inculcate in the school children a love of knowledge and of work, and respect for people who work; it must shape the communist world outlook of the pupils and must rear them in the spirit of communist morality and of boundless loyalty to the country and the people, and in the spirit of proletarian internationalism.

It is necessary to intensify the work of the teachers, parents and public organisations in cultivating in the pupils habits of good behaviour at school, at home, in the street and in other public places, and with this in view educational propaganda among the broad sections of the population should be considerably improved, and the responsibility of parents and all adults to society for the upbringing of children should be heightened. In this matter the schools and the families must be given every assistance by the party, trade union, Young Communist League and other public organisations. The Soviet schools are called upon to promote actively a higher cultural standard for the entire people.

The public education and public health authorities must strictly supervise the correct sequence of the pupils' work and recreation, must not allow them to be overburdened with studies, social activities and work training, and must take the necessary measures for the further improvement of the health of school children.

21. The reorganisation of the system of public education poses in a new way the question of the work of the Young Pioneer and Young Communist League organisations in the schools. The eight-year schools will be attended by children of Young Pioneer age. This will enhance the role of the Young Pioneer organisa-

tions in these schools. In the schools for the second stage there may be either a Y.C.L. organisation of the school itself, or a joint Y.C.L. organisation of the school and the corresponding production establishment. All this will call for substantial changes in the work of the Young Pioneer and Y.C.L. organisations of the schools and in the guidance given them by Y.C.L. and party bodies.

22. An end must be put to the big shortcomings in implementing universal compulsory education of children. It is desirable to establish by law in all the Union republics compulsory eight-year education, providing for the strict responsibility of the parents, or persons taking their place, for the education of the children. The local government bodies must be made responsible for ensuring that all children and young people from the age of seven to 16 attend the eight-year schools. The Central Statistical Board of the U.S.S.R. and its local bodies are in duty bound to keep a better record of children and young people of school age.

With a view to implementing compulsory eight-year education it is necessary to ensure the building of a sufficient number of schools and accommodation for boarders at schools, both with budget funds and with funds from the collective farms and co-operative organisations; to bring about a considerable increase in the number of "after-school-hours groups" in the schools for children whose parents are working; to arrange for hot meals for the pupils at school, and to establish a general education fund for material assistance to children in need (free meals and free footwear, clothing, textbooks, etc.), both from budget resources and from the resources of the collective farms, co-operative organisations and the trade unions.

23. The reorganisation of upbringing and education in the Soviet schools makes new and greater demands of the teachers, the foremen, and instructors in vocational subjects.

In Soviet times the number of teachers in the country has increased from 280,000



in 1914 to nearly two million at the present time. This is an immense cultural force, which Lenin spoke of with respect as the army of socialist education. Many teachers who have a good mastery of educational science are working in the schools of the U.S.S.R. At the same time the education and upbringing of children is at times entrusted to persons who are not sufficiently trained for this or who, owing to the way they do their work and their moral characteristics, are unsuited to the requirements of teaching. There are not enough qualified instructors in polytechnical subjects (machine operation, the fundamentals of agriculture, practical instruction at workshops).

The teachers' qualifications are being improved in a one-sided way, primarily with regard to methods of teaching. Teachers are not sufficiently acquainted with the latest achievements of science, culture and technology. There is an excessive regimentation of the work of teachers and teaching staffs as regards the choice of forms and methods of education and upbringing. In a number of places insufficient concern is shown for the material standards of teachers. Measures should be taken to improve the working and living conditions of teachers and to raise their ideological and theoretical level and professional qualifications.

With a view to improving the qualitative composition of teaching staffs and instituting a proper procedure in the appointment and transfer of teaching staff, teachers who do not have the necessary education should pass qualification tests.

24. The science of education has a great part to play in reorganising the schools. Yet up to the present it has failed to tackle many fundamental problems of upbringing and education that are posed by life itself. It is the duty of the science of education to take a leading part in the reorganisation of the public education system. Elaboration of the scientific fundamentals of the content of school education (curriculums, syllabuses, textbooks), and improvement in the methods of education and communist

upbringing of the young people must become an important feature of the activity of pedagogical scientific institutions.

With a view to raising the level of teaching, it is necessary to develop educational research in the Union republics on a still wider scale, to strengthen the bonds between teachers' training institutes and to increase the mutual exchange of the results of their research. The Academy of Educational Sciences of the R.S.F.S.R. must pay more attention to working out the theory of Soviet educational science, to questions of polytechnical and vocational training in the schools, and to making valuable experience generally known.

25. The reorganisation of the system of public education must be carried through in a planned and organised manner, taking every account of distinctive local features and preventing by every means any worsening of the school service for the population. Attention should be paid to the need for further increasing the number of girls of the indigenous nationalities in the upper forms of the schools in the Union and autonomous republics of the East.

A plan for changing over to the new system of school education should be drawn up in each Union republic, applicable to the specific economic and cultural development of the republic. The change-over of the schools from seven-year to eight-year compulsory education and the organisation of the various second-stage schools should begin as from the school year of 1959-60 and be completed within four or five years. Pupils now in the 8th, 9th and 10th forms shall be allowed to complete their secondary school studies under the existing curriculums and syllabuses, but their work training should be improved.

The plans for reorganising the secondary schools must make provision for supplying the higher educational establishments with a sufficient number of pupils leaving secondary schools, since the national economy cannot have any interruption in the reinforcements of

young specialists with the highest qualifications. With this in view, each Union republic, when necessary, should retain for the transitional period (about four to five years) a certain number of the present secondary schools.

The reorganisation of the schools will require extensive work by the central committees of the Communist Parties, the Councils of Ministers and the Ministries of Education of the Union republics, and by the local party and government bodies, in order to improve the material facilities of the schools, to abolish the practice of having more than one shift in schools, to organise production training, to place young people leaving school in jobs without delay and to draw up syllabuses for textbooks, and prepare methodological aids.

## VOCATIONAL EDUCATION

26. In connection with the reorganisation of general education, vocational training for young people assumes particularly great importance. Its task is to train in a planned and organised way—for all branches of the national economy—cultured, technically-skilled and qualified industrial workers and workers in agriculture.

Inadequate vocational training of a section of the workers is already holding up the growth of production in some cases. Further technical progress will demand still higher qualifications of the entire basic mass of the workers.

Vocational training should develop in close contact with the new plans that have been drawn up by the Communist Party to promote the advance of the national economy of the U.S.S.R.

27. The present Labour Reserves factory, trade, railway, mining and building schools and the vocational and factory schools of the economic councils and departments are lagging behind the increased requirements of industrial and agricultural production. They should be reorganised into **day and evening specialised urban vocational schools**, with a course of training lasting from one to

Each Union republic should be given the right to decide independently, taking into consideration the local conditions, questions concerning the time classes begin and end, holidays, and the organisation of the pupils' work in industrial and agricultural production.

The further advancement of the education of the working people of all the nationalities of the Soviet Union is regarded by the Communist Party as an important task. The party and the state should take the maximum care to ensure that all men and women workers and collective farmers have a secondary education, regarding this as a prerequisite for the continuous rise of the productivity of labour, and, consequently, as a major prerequisite for successfully building communism.

three years, and **agricultural vocational schools** with a course lasting from one to two years. The length of the course in these schools is to be fixed in accordance with the complexity of the trade they teach.

The urban vocational schools are to specialise in particular branches of production and are to train qualified workers for industrial, building, transport and communications enterprises, for public utilities, and for trading, cultural and public service establishments.

The rural vocational schools should train qualified agricultural mechanics and builders, and other responsible workers necessary for the farms.

Special attention should be paid to drawing girls into the vocational schools, and not only for public services, retail trade and other specialities, but also for occupations in industrial production (instrument-making, radio electronics, electrical engineering, textiles, clothing and knitwear, etc.).

On the basis of a knowledge of the fundamentals of science, the polytechnical training and work skills acquired by the pupils at the eight-year schools, the vocational schools should give their

students additional knowledge in general educational subjects.

The number of vocational schools should increase in accordance with the need of the national economy for these schools. Some of the existing Labour Reserves schools should be retained for a period of from three to five years, so that the young people who will complete their studies at 10-year general educational schools during these years may have the opportunity to enter technical schools; and young people who, for some reason, do not complete their studies at the schools, will be able to enter trade, building, railway and mining schools, factory trade schools and agricultural mechanisation schools.

28. The vocational schools should have the instructional workshops necessary for mastering the fundamentals of vocational skills, and laboratories fitted out with the appropriate production training equipment and staffed by qualified production training foremen and engineering instructors entirely engaged in the teaching and training of the pupils. The educational process at these schools is to be based on the active and systematic participation of young people in productive labour and is to be subordinated to the task of training workers of particular trades. The organic linking of production training with broad technical education and the combination of training in workshops and at enterprises will make it possible in these schools to train technically-educated workers with a wide range of knowledge and high qualifications.

The vocational schools are to carry out their work of education and training in close contact with enterprises, construction projects, state farms and collective farms, which are in duty bound to provide work places for the production practice of the pupils and to take care to provide conditions enabling the young people to study successfully and master new techniques, advanced technology and highly productive methods of work. The economic councils must give every

assistance to improve the vocational training of the youth.

An all-important task of the vocational schools is the communist education of the pupils, developing them ideologically, and inculcating in them a communist attitude towards work. The Y.C.L. is to play a big part in the communist education of the pupils of vocational schools.

29. In order that the vocational schools may gradually begin partially to pay their way, measures should be worked out and consistently implemented to extend and increase the incomes which the schools derive from their production activity.

In view of the improvement in the material security of the working people, it is desirable, in order to increase the pupils' incentives to obtain a better mastery of their trade, to change the existing conditions concerning material provision for the pupils, by introducing apprenticeship wages instead of free clothing and meals.

Full state maintenance should be retained for pupils who are orphans and pupils who come from children's homes or large families.

The collective farms should be recommended to consider the question of allocating appropriate funds for the training of young people from collective farms at vocational schools.

30. The reorganisation of the system of vocational education presents new and higher demands with regard to the level of technical, ideological, political and teachers' training for the foremen responsible for production training and teachers in the vocational schools. The development of the network of these schools will call for more foremen and teachers. It is therefore necessary to pay more attention to training them at specialised secondary schools and higher educational establishments.

The quality of textbooks and visual aids should be improved and more should be produced; the production of technical education films and popular science films should be extended, and wide use should be made of radio and

television in vocational training

31. The U.S.S.R. State Planning Committee, the U.S.S.R. Council of Ministers' Central Board of Labour Reserves, the Councils of Ministers of the Union republics and the Ministries of Education should draw up long-term plans for the vocational training and employment of young people leaving the eight-year general educational schools, the secondary schools giving training in production and the vocational schools; they should make provision for reserved places to be established at enterprises so that the young people can be given jobs, and they should also provide for the

strict observance of labour protection and safety regulations.

32. Besides the development of vocational schools, it is necessary to improve the training of new cadres of workers, either individually or in teams, and through the system of short courses at enterprises. Here production training should be carried out on the basis of plans and programmes uniform for each trade and concretely developed on the spot in relation to the specific features of the particular enterprise. When necessary, theoretical training should be given at the nearest vocational schools.

## SPECIALISED SECONDARY EDUCATION

33. Persons with a specialised secondary education have an important place in industrial and agricultural production and at cultural, educational and public health institutions. Technicians play a decisive part as organisers of production. It is they—the technicians—who directly organise production, and special attention should therefore be paid to their training.

The interests of modern production, which is based on the latest achievements of science and technology, require of those trained at specialised secondary schools a good knowledge of practical work as well as a high level of theoretical training. Yet the quality of training at these schools still fails to meet the requirements of life. The students of specialised secondary schools and other specialised schools do not play a sufficient part in productive labour and do not acquire adequate production skill for practical work. The system of specialised secondary education must be improved.

34. The system of specialised secondary education should be based both on the eight-year polytechnical schools and on the complete secondary schools.

The training of specialists at specialised secondary schools should be more closely linked with socially useful

labour. Depending on the branch of the national economy for which specialists are being trained and on the working conditions at the enterprises, construction projects and other organisations, the length of the particular periods of full-time and spare-time training may vary. Study at specialised secondary schools must give the pupils, in addition to a general education, the necessary knowledge in their speciality, working skills, and a definite trade with an appropriate qualification rating. The quality of instruction at specialised secondary schools should be improved, as should the composition of their teaching staffs, and the teachers' qualifications should be systematically raised.

35. The specialised secondary schools should be brought closer to production and should be developed, taking into consideration the requirements of the economic areas as regards personnel, and giving preference to evening and correspondence education. The economic councils, Ministries and departments should co-operate more widely in training specialists with a secondary education, and the Union republics should make a more thorough study of the need for such personnel and should plan their training better.

It is recommended that shops be organised at specialised secondary schools for the manufacture of industrial

products by using the labour of the pupils.

Agricultural specialised secondary schools should be organised at big farms, and all the main work must be done by the pupils themselves.

In admitting students, evening and

correspondence schools should give preference to persons working in trades allied to specialities they have chosen. It is advisable to organise correspondence education at the main, large, specialised secondary schools which have qualified teaching staffs and the necessary instructional and material facilities.

## HIGHER EDUCATIONAL ESTABLISHMENTS

36. The 20th Congress of the Communist Party of the Soviet Union has set the system of higher education, as its main task, the further improvement of the quality of the training provided for specialists on the basis of the close linking of instruction with practical work, with production. The new tasks of building communism demand that the existing serious shortcomings in the work of higher educational establishments be eliminated. Today many young people graduating from colleges have a poor knowledge of practical work and are not sufficiently trained to decide questions of modern production independently. Quite a lot of time elapses before such a specialist finds his place in the work team. The higher educational establishments must be brought closer to life, to production, and must have real links with it. At the same time it is also necessary to raise the theoretical level of the training provided for specialists, in keeping with the latest achievements of science.

In the present conditions of building communism the higher educational establishments are to train men and women with an all-round education, who have a thorough knowledge of their own particular field of science and technology and are active and conscious builders of communism. Special attention should be paid to a further improvement in the quality of the training given to specialists for industry and agriculture.

The reorganisation of the system of higher education, the aim of which is to ensure better practical and theoretical training for specialists, should help to bring about a considerable improvement in the study of the social sciences and

should further the communist education of young people and the active participation of all teachers in the training of students.

Taking into consideration the fact that about half of all the country's scientific personnel are concentrated at higher educational establishments, it is necessary to bring about a substantial improvement in the part played by those establishments in scientific research and to get all teachers to take an active part in this work.

Higher educational institutions should primarily admit young people who have a certain record of practical work. Better conditions should be created for young workers and collective farmers to prepare for entering higher educational establishments.

The concrete forms by which instruction at higher educational establishments is combined with practice, with work, should be determined in accordance with the specialities of the particular establishment, the composition of its students, and certain, specific national and local features.

37. In developing our system of higher education it is necessary to proceed, in the first place, along the lines of evening and correspondence education. The system of evening and correspondence higher education should be extended in every way and the quality of the instruction given should be raised to a new level. The network of correspondence and evening colleges must be improved and reinforced, and it should be organised in such a way that evening and correspondence education, too, is based on the main large colleges having

qualified professors and instructors and adequate material and technical facilities.

It is desirable to transfer the instruction and consultation centres and branches of higher educational establishments to large industrial and agricultural enterprises, which will enable the economic, party, trade union and Y.C.L. organisations to supervise and help the students in their studies. Evening and correspondence colleges, departments and divisions, and instruction and consultation centres should be staffed by very highly qualified professors and instructors, in numbers ensuring that studies proceed in a normal way in this system.

With the further advance of science and technology, there arises the need for college-trained specialists to acquire new knowledge. In this connection the higher educational establishments must ensure that specialists employed in various fields of the national economy, culture and education improve their qualifications in their spare time.

It is necessary to improve the supply of textbooks, teaching aids, printed lectures and other literature for correspondence students, by providing the necessary printing and publishing facilities for this purpose. The book-selling organisations must establish a procedure by which a student can always acquire the literature he needs for his studies. Examinations and tests of spare-time students must be held at various times throughout the year.

The collective farms should be recommended to extend to those of their members who are correspondence students successfully pursuing their studies, the privileges enjoyed by correspondence students working at industrial enterprises.

The college correspondence system must be developed in such a way that people engaged in useful work in society should be able in their spare time, if they so desire, to receive a higher education or to improve their qualifications and study art, painting, music, the humanities, and so on.

38. In training engineers, there can

be various forms by which study is combined with work in production. At most technical colleges it is more advisable to combine study with work in production under the system of evening or correspondence education in the first two years.

In a number of specialities, where the students first study a cycle of complex theoretical subjects and also do extensive laboratory work, it is more expedient that they should study full time for the first two or three years. After that, a year's work practice should be provided for them in staff jobs directly in production, in laboratories, or in designing bureaus.

In improving the system of higher education, great attention should be paid to the training of engineers for the new branches of technology and for the further development of research and designing work. With the rapid development of science and technology, an acute need is arising for specialists of a new type who combine engineering knowledge with a profound theoretical training.

The next few years are to see the development on a wide scale of the training of engineers in the peaceful uses of atomic energy, in automation and telemechanics, electronics, electrical engineering and instrument making, radio electronics and communications, and chemical technology. The higher educational establishments are to train engineers capable, not only of fully applying modern techniques, but also of creating the techniques of the future.

In addition to a high standard of technical training, our engineers must have a good knowledge of economics and of the organisation of production.

The production work of the students must be organised in such a way that it will help them to obtain a better mastery of their future profession. A procedure should be established at the enterprises which will enable the students to make a consistent study of the technological process of production. During their study in their spare time the students will master

subjects which they can tackle themselves.

When persons having a sufficient work record in their chosen speciality are admitted to higher educational establishments, it is possible to arrange for full-time study for them. At higher educational establishments training engineers for branches of production that are of a seasonal character, instruction must be so organised that studies at higher educational establishments alternate with work in production, on a seasonal basis.

**Factory colleges** at large enterprises are a good form of combining study with productive work. In particular, factory colleges can be organised on the basis of existing factory branches of the main large colleges. It is also possible to organise at higher educational establishments industrial enterprises and shops turning out goods, using the labour power of the students.

39. At **agricultural colleges** study and productive labour should be combined, taking into account the seasonal nature of production. The studies should be conducted at higher educational establishments organised on the basis of big state farms possessing extensive model instructional husbandries, good laboratories, and all the prerequisites for practical work. The students themselves must look after the animals, repair the machines, operate them, and sow, cultivate and harvest the crops. All agricultural specialists must receive a good training in the economics and organisation of socialist agricultural production. There must be a certain amount of specialisation in the training of agricultural specialists in accordance with the various zones of the country.

The agricultural colleges must become scientific centres and must help the collective and state farms to improve yields per hectare, the productivity of livestock, and the mechanisation and organisation of agricultural production, and to organise experimental work. The amalgamation of research institutes and experimental stations with agricultural colleges should be carried out on a wide scale. The colleges must carry out extensive measures

in order to improve the qualifications of agricultural specialists through refresher departments and other forms in which this can be done.

40. The interests of Soviet science, technology and culture require the further development of **university education**. The universities train specialists for scientific research institutions and teachers for the secondary schools.

In training mathematicians, physicists, biologists, philologists, specialists in mechanics, chemistry and other fields of science at universities, it is necessary to enhance the practical training of the students by longer periods of work in factory laboratories, designing bureaus, experimental agricultural stations or other scientific research establishments.

University students who are going to work in the schools should be given better methodological training and practical teaching work, for which the services of the best secondary school teachers should be enlisted.

In the next few years it is necessary at the universities to increase considerably the training of mathematicians, especially in the field of computing mathematics; biologists, and, primarily, biophysicists, biochemists, physiologists and geneticists; physicists, particularly in nuclear physics and radio-physics; and chemists specialising in the field of chemical catalysis and high polymer substances. Computing laboratories equipped with electronic machines should be set up at the universities; university nuclear laboratories should be supplied with modern accelerators; radio-chemical and radio-biological laboratories should be established, etc.

In the process of improving university education increased attention must be paid in every way to the humanities, the importance of which is growing constantly.

In training **economists**, jurists, historians, philosophers and certain other specialists in the humanities, a system of instruction should be introduced under which students who have no work record must in the first year or two study in their

spare time, while working in the national economy.

41. The reorganisation of the system of secondary education calls for a fundamental improvement in the training of teachers at **teachers' training institutes** and universities. These higher educational establishments must train teachers for the secondary schools who have a profound knowledge of their subject, possess adequate teaching experience, have a good knowledge of life, and can bring up the pupils in the spirit of boundless loyalty to the cause of communism. Teachers for primary schools should be trained at special departments in teachers' training institutes with a view to having all schools completely staffed with college-trained teachers in the future.

It is necessary to organise the training of teachers in special subjects (agronomy, animal husbandry, technology, etc.), both at teachers' training institutes and at specialised higher educational establishments, depending on the specific conditions. In the period from 1959 to 1965 a certain number of qualified engineers and agronomists should be sent to teach in the general schools, vocational schools and specialised secondary schools, providing proper conditions for their training for teaching. The present system of instruction at teaching institutes should be supplemented by more extensive production work and practical work in teaching.

At teachers' training institutes it is necessary to raise the scientific and theoretical level of teaching, extensively develop scientific research, set up scientific laboratories and increase the institutes' ties with the schools and with production and scientific organisations.

42. Serious attention should be paid to raising the quality of the training for doctors. Persons who have chosen this profession have to meet a number of big demands of a special character. Even before entering a medical college every young person must show an interest in the medical profession and must have some practical experience of work at medical establishments. Therefore

**medical institutes** should, in the main, select young people who have done practical work as junior service personnel at medical or prophylactic institutions.

The students' training must be accompanied by continued practical work at medical and prophylactic or health and hygiene institutions. For persons having a secondary medical education and a two-year record of work in their speciality, instruction in the first two years may be organised in their spare time.

In order to raise the quality of the training for doctors, it is necessary to improve the organisation of research work at medical colleges in the main fields of medical science.

43. The reorganisation of the system of public education will make it possible to pursue the only correct method of admitting students to colleges on the principle of selecting the most industrious, capable and best trained people. The higher educational institutions should admit young people on a competitive basis, giving preference to those who have a record of practical work. In the selection on a competitive basis it is necessary to consider not only the total marks received in the examinations, but, first and foremost, the ratings in subjects related to the applicant's future speciality and the recommendations of public organisations, so as to ensure that the best people are selected—people who will be able in a short time to apply effectively in production the knowledge they will have received. In order to achieve greater objectivity in the selection of young people for college entry, it is advisable in some cases to hold written examinations, with the candidate using a pseudonym.

The heads of higher educational institutions, and the party, trade union and Y.C.L. organisations must carry on active work at factories, collective farms and state farms to ensure a higher intake of workers and collective farmers at the colleges. In admitting students to higher educational institutions it is necessary to consider their inclination and love for their chosen speciality, as well as the

specific features of male and female labour.

44. A decisive prerequisite for improving both the practical and theoretical training of young specialists is to improve the composition of science teachers at higher educational establishments. Conditions should be provided for training highly-qualified scientific workers and teachers, able to ensure the further development of science, technology and culture, from among capable young people who are college trained and have practical experience of work.

The most highly qualified engineers and technicians of enterprises, construction projects, designing bureaus and research institutes, agronomists and doctors, capable of teaching by using advanced methods of production and the latest achievements of science and technology, should be widely enlisted for teaching at higher educational establishments. Conditions should be worked out, enabling them to combine teaching with their basic work in production, and the terms of their remuneration at the colleges should also be determined.

It is the duty of every teacher of a higher educational institution constantly to improve his scientific qualifications, to take an active part in research work, and to give scientific assistance to production.

It is considered expedient to establish a system under which teachers of higher educational establishments in a number of fields are sent to do practical work in appropriate branches of the national economy for a certain period, depending on the nature of their scientific and teaching work.

The present system by which scientific and teaching personnel qualify should be improved, ensuring that higher demands are made with regard to scientific works and that scientific degrees are conferred only on those who by their creative work make a definite contribution to science and practice.

Professors and lecturers at higher educational establishments must in the main be elected under the competitive system, which should be substantially

improved; the people who are most capable scientifically and from the point of view of teaching must be chosen for the colleges.

45. The role of the higher educational institutions in the development of science, technology and culture is growing constantly. Colleges should carry on research at a high theoretical level and of major importance for the development of the national economy, science and culture. The professors and lecturers must be more closely associated with production, must take part in working out major problems of technological progress, must more actively apply the latest achievements of science and technology in production, must systematically draw general conclusions from the advanced experience of enterprises and popularise those conclusions, and must carry out more profound research in the social sciences.

The fact that the guidance of industry and construction has been brought nearer to the enterprises helps the colleges to tackle the most important research problems. The economic councils and the agricultural management bodies must assist the colleges in applying the results of scientific investigations and in organising production experiments.

It is considered advisable to merge some research institutes with corresponding higher educational establishments. Scientific work should be co-ordinated between higher educational establishments, the Academy of Sciences of the U.S.S.R. and the Academies of Sciences of the Union republics, and the industrial academies, research institutes and large factory laboratories.

46. The educational importance of the higher educational institutions is great. The colleges must turn out people who have mastered their speciality well, who are active and passionate champions of Lenin's ideas and the policy of the Communist Party, who are bold and enthusiastic, are profoundly convinced of the triumph of our cause.

In fostering these qualities, a big part is played by studying the social sciences.

Knowledge of the fundamentals of Marxism-Leninism is necessary for specialists in all fields. One must study Lenin and be able to apply his tremendous theoretical heritage in life, to build up life along communist lines. Marxism-Leninism must be taught in a creative, militant way. Our youth must be brought up in the spirit of irreconcilability to bourgeois ideology and any manifestations of revisionism. Instruction in the social sciences must be conducted so that it is inseparably linked with the study of the natural sciences, and it must help to develop in the students a scientific method of cognition. The high requirements with regard to teaching Marxist-Leninist theory in the colleges make it the duty of every teacher constantly and persistently to deepen his knowledge and closely link his work with practice, with current tasks.

It is the job of all the professors and lecturers and of party, trade union and Y.C.L. organisations to attend to the upbringing of the young people at higher educational institutions. It is their duty to inculcate in the students a Marxist-Leninist world outlook, a love for work, communist morality, and the habit of social activity.

The colleges must imbue the students with a responsible attitude to their studies, with a creative approach to mastering the sciences, with independence in their work. They must eliminate the overloading of students with compulsory studies and must draw the senior students into scientific research work.

47. Extensive work should be carried out to bring order into the system of higher educational institutions in the country, with a view to bringing the colleges closer to production. The number of colleges should be increased in the new industrial centres, especially in Siberia, the Far East and the Central Asian republics. The unjustified concentration of higher educational establishments in Moscow, Leningrad, Kiev and some other cities must be eliminated.

48. The reorganisation of the higher education system along the lines of com-

bining study with work in production must be planned and organised so as to increase year by year the output of specialists needed for the national economy, science and culture. It is considered desirable to carry out the reorganisation of the work of a substantial section of the higher educational institutions gradually, over a period of three to five years, beginning with 1959. The heads of economic councils, enterprises, and scientific research and other organisations must place at the disposal of the colleges paid staff jobs as workers and technicians which will be filled by students, must organise production training for the students, and must provide them with living accommodation, working clothes, etc.

All the measures for reorganising the system of higher education are designed to help the country's colleges to carry out still better the important state tasks confronting them.

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The reorganisation of the secondary and higher educational establishments affects the interests of millions of men and women, of the entire Soviet people. A correct solution of this problem will be of immense significance for the further material and spiritual development of Soviet society, especially in the light of the great plans that will be discussed and adopted by the 21st Congress of the C.P.S.U. Bringing the school closer to life will create the conditions that are really necessary for the better education of the rising generation who will live and work under communism.

There is not a single family in our country which is not keenly interested in the question of reorganising the schools. Therefore the central committee of the C.P.S.U. and the U.S.S.R. Council of Ministers consider it necessary to put the present theses before the whole country for discussion. This will make it possible, when finally determining the concrete ways of reorganising the system of public education, to make fuller use of the practical experience of the foremost schools and colleges which have already achieved certain successes in the

labour upbringing of the young people, and of the suggestions of broad sections of the Soviet public. It goes without saying that in doing this, the specific national features of each Union republic must be taken into account.

The proposed reorganisation will enhance the role of the schools in educating and bringing up the young people, will substantially raise the general educational level and work qualifications

of the young people, will better ensure the training of highly qualified personnel for all branches of the national economy, science and culture, and will to a still greater extent facilitate the growth of the might of the Soviet Union, which is advancing with a firm step along the road of building communism.

*(The above Theses were published in the Soviet Union on November 16, 1958.)*

# Bringing Soviet Schools Still Closer to Life

★ Full Text of the Theses of the Central Committee of the Communist Party of the Soviet Union, and the USSR Council of Ministers on the question of

**STRENGTHENING THE TIES OF THE SCHOOL WITH LIFE, AND FURTHER DEVELOPING THE SYSTEM OF PUBLIC EDUCATION**