



# **Studying the U.S.S.R.**

**in Elementary  
and Secondary Schools**

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## **Preface**

With the possible exception of China, there is no nation about which we Americans need to be so well informed as the Union of Soviet Socialist Republics, for the variety of reasons spelled out in the introductory statement in this booklet.

In the past it was extremely difficult to learn much about the Soviet Union. As Winston Churchill once said, "It is a riddle wrapped in a mystery inside an enigma." Fortunately some of that mystery has been removed by people who have lived there, who have travelled there, who have met Soviet citizens at various conferences inside the U.S.S.R. and in other parts of the world, and who have made that region of the world their speciality. Books, documents, and magazine and newspaper articles have been translated into English and have thrown further light on that part of the world.

However, it is still extremely difficult to study the U.S.S.R. with students. Much of our printed material is now outdated. A large part of our information needs to be discarded or updated as a result of swift changes in the Soviet Union. Prejudices often persist although the bases for them have changed.

To study the U.S.S.R. we need to be as objective as possible without discarding our own beliefs and values. We need time in working with pupils; one cannot learn much about such a large, complicated nation in a few days. We need a variety of materials reflecting differing viewpoints on that nation.

Recognizing the importance of studying the Soviet Union and realizing that there are almost no recent materials available on studying that nation, I prepared this pamphlet, the sixth in the series of World Affairs Guides which I have written and Teachers College Press has published. In the preparation of this booklet I have been assisted by the comments of Professor Frederick Starr of Princeton University and by the careful research of Richard A. Birdie, a New York City social studies teacher. I trust that it will be helpful to many readers and would welcome suggestions for its improvement.

LEONARD S. KENWORTHY



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## **The Importance of Studying the U.S.S.R.**

It is highly important that we Americans learn about the Union of Soviet Socialist Republics—more important than learning about any other nation, except perhaps China.

In area the U.S.S.R. is the largest country on our planet. In population it is the third largest, after China and India. Size and population are not the only factors in determining the nations which we should study, but nations with a large population tend also to be important nations.

In resources the Soviet Union is also important. This is especially true of coal, iron, and petroleum. In addition, it has a wealth of other natural resources, making it even more self-sufficient than the United States.

Its industrialization in recent years has catapulted it to second place among the industrial nations of the world.

In the 50 years of its existence as a socialist country, it has made phenomenal strides, and many people in other nations view it with admiration and envy. This is especially true of people in the economically underdeveloped countries.

Because it is the leading exponent of a different form of government and economy, the U.S.S.R. also merits our attention. As such, it is our chief rival in the world for the hearts and minds of millions of people, especially in the new nations.

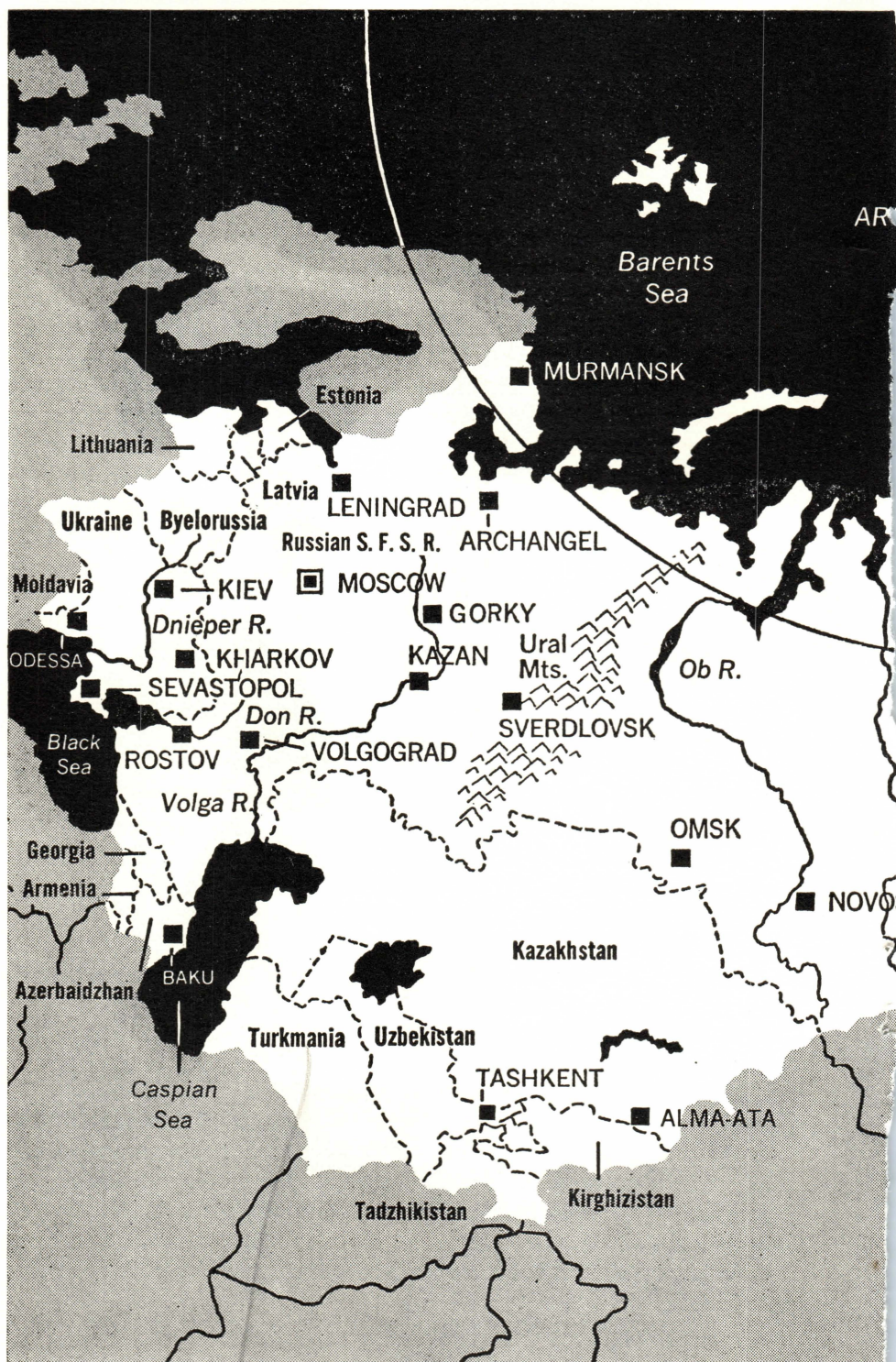
Despite centuries of oppression and mass illiteracy, several of the great creative minds of all time have come from Russia. This has been true particularly in the fields of music and literature, but it has been true to a lesser extent in several other fields. There is much from the Russian past that we need to know.

The same is true of the U.S.S.R. today. Soviet citizens are contributing a great deal to the world's knowledge, especially in science, technology, and education. It ought not to be forgotten that the Russians launched the first space satellite and sent the first human being into the cosmos.

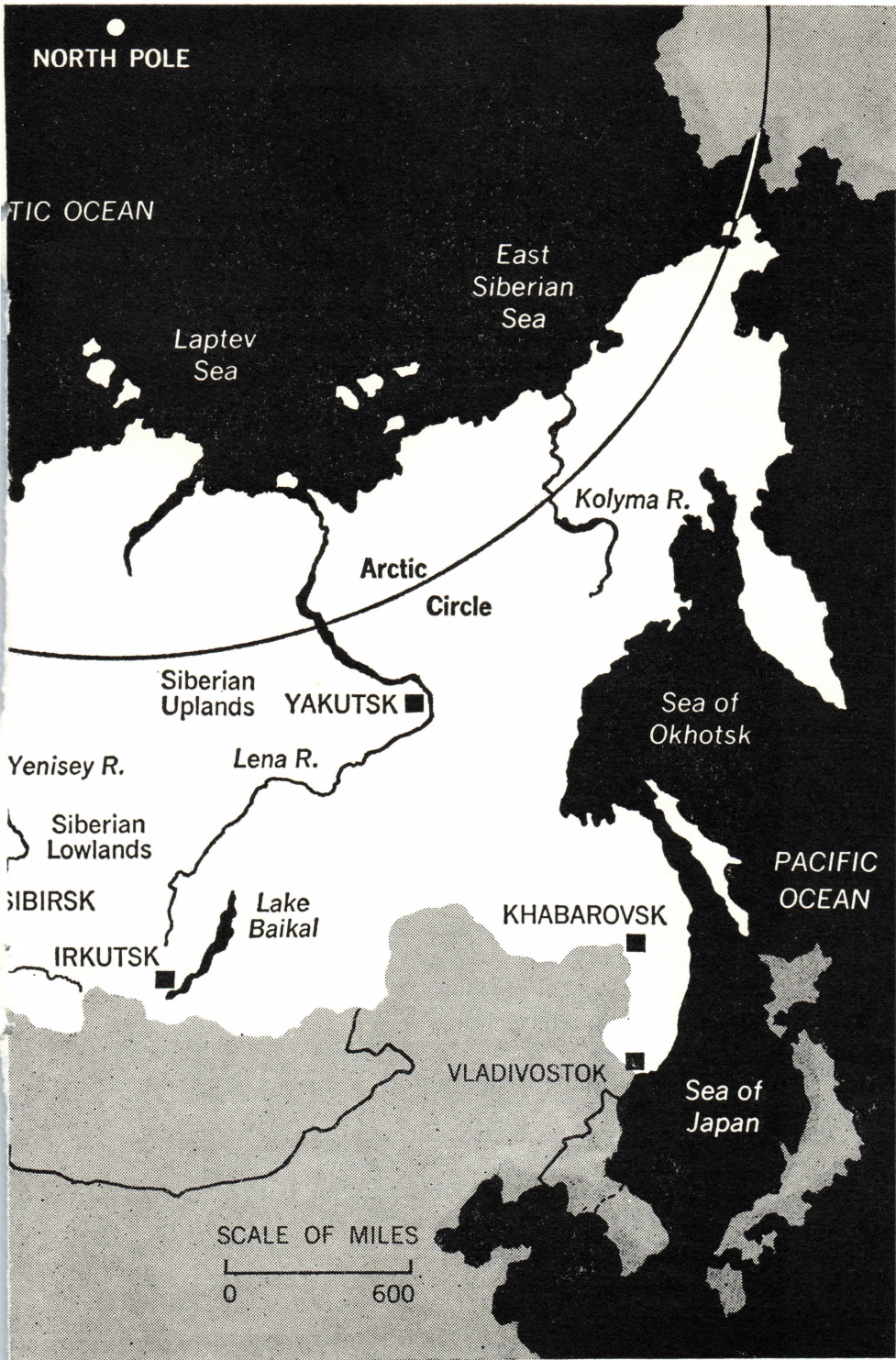
It may well be that our ability to learn to live together peacefully will determine whether mankind survives on this planet. Three alternatives seem possible: co-extirmination, competitive co-existence, or co-operation. The first is unthinkable. The third we may not be able to achieve for years. While working toward co-operation, we may have to settle for co-existence.

For such reasons it behooves us all to learn as much as possible about the U.S.S.R.









## **Basic Approaches to Studying the U.S.S.R.**

Granting that it is important to study the U.S.S.R. in American schools today, how should one approach such a study? Consciously or unconsciously, teachers are likely to use one of four basic approaches. They might be summarized briefly as follows:

1. *The Enemy.* Because they are so violently opposed to the basic premises upon which Soviet society is based, some people approach any study of the U.S.S.R. in a highly subjective manner. Extremists even suggest that we should bomb "it" and destroy it, giving little thought as to whether it is possible to destroy a country the size of the U.S.S.R. with bombs or to destroy ideas with bombs. To such persons the people of the Soviet Union are barbarians and everything they do is wrong.

2. *Find the Weaknesses.* A similar approach is to highlight all that is wrong in the U.S.S.R. in the hope that somehow that will prevent people from becoming Communists and will enhance our prestige as a nation. Whatever the people of the U.S.S.R. have accomplished is ignored or minimized.

3. *As a Curiosity.* A third general approach is to study the Soviet Union as a curiosity. The U.S.S.R. and its people then become strange and weird, or intriguing and quaint.

4. *The Social Science Approach.* The fourth approach is to study the U.S.S.R. as one would study any nation, in as scientific and objective a way as possible, viewing its changes through the centuries and especially in recent times in the light of the history and geography of that part of the world and of the other factors which determine the course of nations. Similarities and differences between the U.S.S.R. and the U.S.A.—or other countries—would then be found. The use of such an approach does not mean that teachers or pupils will approve everything they discover. It does mean that they will attempt to understand why that large part of the world has developed as it has. Such an approach means that the same standard is used in studying the U.S.S.R. as is used in examining other parts of the world rather than that a double standard is used—one for friendly nations and another for rivals or "enemies."

This is the scientific or social science approach to the study of the U.S.S.R. It is the only approach that one who calls himself a social scientist or teacher can take.



## **Some Stereotypes to Shatter and Some Half-Truths to Explore**

A great many stereotypes or half-truths about the U.S.S.R. exist in the minds of many Americans. Ten of them are listed below, together with a short statement of what seems to be nearer the truth. You may find that your students accept some of these distortions as facts. If so, you are most likely to change their opinions if you raise questions and get them to discover for themselves what the truth really is. You may even want to examine these ideas yourself to see if you have developed some stereotypes over the years. Many of us have.

### **The Distortion**

1. That a country named Russia exists and that the people in it are called Russians.

2. That Siberia is an ice-covered wasteland.

3. That no private property exists in the Soviet Union and that everyone receives equal wages.

4. That everyone in the Soviet Union is a member of the Communist Party.

### **The Facts**

1. The term "Russia" may be used to refer to the nation before 1917, but the name today is the Union of Soviet Socialist Republics, or the Soviet Union for short. Russians constitute only the largest single group in that nation. Strictly speaking the term "Russian" does not apply to all the citizens of the U.S.S.R., although we commonly use the term as though it does.

2. Large parts of Siberia are not ice-covered wasteland, and considerable farming and mining are being developed in that region.

3. There is some private property today, such as clothes, books, jewels, and musical instruments. Some homes are owned by private citizens, and the products of the small plots of farmers are private possessions. There are great differences in wages. Some people earn extra money in their spare time.

4. Actually only a small percentage, somewhere between 3 and 5% of the people, are members of the Party.

## 6 STEREOTYPES TO SHATTER

5. That the Soviet Union is ruled solely by one or two men.  
5. This is less true today than in the past. Certainly the Presidium of the Central Committee of the Communist Party has considerable influence. Public officials must be aware of public opinion although they are not always responsive to it.
6. That all churches are closed in the Soviet Union.  
6. Religion has been discouraged and attacked, but some churches, mosques, and synagogues are still open and functioning.
7. That all the people in the Soviet Union are stupid and uneducated.  
7. Such a distortion is difficult to counteract, but it is clear that the literacy rate is very high—over 95%, and the feats of the Soviet people in space and in other fields cannot be ignored.
8. That the educational system of the U.S.S.R. is superior to that of the U.S.A.  
8. Comparisons are difficult since each society developed its own educational system according to its goals. The fact that there are more college graduates in the U.S.A. than in the U.S.S.R. is worth pondering.
9. That the people of the Soviet Union have not contributed to world culture since the 1917 Revolution.  
9. People who believe this should be helped to examine the work of contemporary Soviet writers, scientists, doctors, artists, and research workers.
10. That the people of the U.S.S.R. are ready to rise up in revolution against the present regime.  
10. Certainly there are many expressions of discontent and need for change, but few experts consider the present discontent a threat to the Soviet government internally.

## **Some Important Ideas to Stress in Studying the U.S.S.R.**

In the study of any topic, it is important to be clear as to the central ideas to stress. One might well call these concepts, generalizations, or "big ideas" the bull's-eye of the target of teaching. This is particularly important in studying Russia and the U.S.S.R. because the history of that country is long and complicated and because its present-day society is built upon major premises which are so different from those upon which our society is built.

Few writers have attempted to isolate the chief ideas which should be stressed in a study of Russia and the U.S.S.R. In a chapter on "Teaching about Russia and Eastern Europe" in *The Social Studies and the Social Sciences* (Harcourt, 1962), Michael B. Petrovich listed ten "big ideas." They are as follows:

1. "The vast masses of the Russian people have been traditionally disinterested in participation in government and have been politically passive."

2. "The Russian peasant way of life is traditionally based on social democracy and communal living."

3. "Russian society has for centuries consisted of a small ruling class on top, the vast peasant masses below, and only a thin layer of educated middle-class people and workers between,—and then only in relatively recent times."

4. "For centuries the State has been the prime mover in Russian history, and most of the great changes in Russian life have been effected from above."

5. "The Russian State has been ruled like an armed camp for centuries."

6. "Russia has long pursued certain basic aims in its foreign policy that have become a part of Soviet foreign policy."

7. "Russia has long felt the ambivalences of its relations to the West."

8. "There has long been an idea of Russian history that the Russian nation has a mission to fulfill that is destined to go beyond the borders of Russia."



9. "The Russians are and have been an extraordinarily gifted and creative people."

10. "It is necessary for American students to realize the strength of Russian patriotism, quite apart from Communism."

In addition, Petrovich lists several more specific ideas to stress. Many of them are included in the following pages, where the author of this pamphlet provides basic material on a number of selected points.

### THE IMPACT OF GEOGRAPHY

Size is the salient feature of the U.S.S.R.

The U.S.S.R. spans two continents and 11 time zones.

It covers one-sixth of the land surface of the earth.

It touches 12 nations.

It is larger than South America, three times the size of Australia, twice the size of the United States (including Alaska and Hawaii), and seven times the size of India.

Because of its location and size, it has a large variety of land forms or natural areas.

The tundra zone in the north, a vast, treeless area.

The forest zone, with the largest timber resources in the world, but also a large area of swampland.

The forest-steppe zone, largely confined to European Russia and Western Siberia.

The chernozem-steppe zone, characterized by black soil, with its widest expanse in the Ukraine.

The arid-steppe zone, primarily in the southern region of Western Siberia and the southern part of Kazakhstan, now being opened to farming.

The desert zone, in the south.

Its topography includes great mountain chains, such as the Caucasus, the Urals, and the Pamirs.

It is sometimes helpful to think of the Soviet Union in Europe as a baseball field, with the mountainous areas of the south and east as the bleachers and the plains of the north and west as the field, sloping gradually north.

The Soviet Union has the longest coastline of any country in the world. Bordered by the Arctic Ocean, the Baltic Sea, the Black Sea, the Caspian Sea, and the Pacific Ocean.

The Soviet Union has several of the world's longest rivers.

The longest rivers, the Lena, Amur, Ob, and Yenisey, are in the Asian part of the U.S.S.R.

Important rivers in the European part include the Volga, Don, and Dnieper.

There are many disadvantages in the size, location, and general geography.

The plains have made invasion possible over the centuries.

The size and enormous distances have made governing difficult.

The location of the rivers and the lack of warm water ports have often thwarted the people of this nation.

Geographical conditions prevented expansion to the east in the past and left large areas unpopulated or with limited populations.

Geographical factors have made the cost of mining some resources very high.

Geographic factors have made agriculture extremely difficult.

Two-thirds of the territory has been useless or almost useless owing to the extreme cold.

Inadequate rainfall has retarded agricultural production.

Poor soil, stony areas, and permafrost have hindered farming.

The short growing season has been a handicap.

Many commentators feel that the severity of the climate has had a negative influence upon the people.

Many advantages, however, have resulted from the geography.

Size and climate have contributed to the defeat of invaders.

Size and physical features have made it possible to disperse or conceal military forces.

Geographical factors have made it possible to sustain a wide variety of agricultural products, ranging from the timber in the north to the cotton, grapes, and mulberry trees (for silk) of the south.

Its rivers have made it possible for the U.S.S.R. to develop an extensive system of hydroelectric plants and to utilize water for irrigation.

The rivers, seas, lakes, and oceans have made it possible to develop a large fishing industry.

Such a large area has a great diversity of peoples, which can be viewed as a cultural enrichment.

The U.S.S.R. is the richest repository of natural resources in the world, including an estimated:

- 25% of the world's coal;
- 21% of the world's iron ore;
- 15% of the world's bauxite;
- 13% of the world's crude petroleum;
- 12% of the world's copper.

### THE DIVERSITY OF PEOPLE

The U.S.S.R. is the third largest nation of the world in population, after China and India, but it is not growing as rapidly as most nations.

Its population was approximately 240 million in 1968.

Its overall population density is low, 26.3 persons per square mile, as compared with 52.7 in the U.S.A. This is due to the large unpopulated tracts. Within European Russia the population is more comparable to our own.

It is seven times the size of India in area, but its population is only half as large as India's.

New workers are readily available from the rural population.

There are scores of different ethnic groups within the U.S.S.R.

A Russian proverb says that "Russia is not a country, but a world."

Estimates vary, but there are somewhere between 150 and 200 ethnic groups.

These groups are not like groups in the U.S.A.

The ethnic minorities in the U.S.S.R. are not primarily immigrants; they were conquered or their territory was annexed as Russia expanded.

The groups represent people who have lived in a certain region for centuries, with their own language, ways of life, music, art, and handicrafts.

The ethnic minorities are concentrated in the south and west of the U.S.S.R.

The percentages of the total population of the U.S.S.R. that ethnic or national minority groups constitute are approximately as follows:

- 58.4% Great Russians
- 16.6% Ukrainians
- 3.1% White Russians or Byelorussians
- 2.9% Uzbecks
- 2.5% Tartars
- 1.8% Kazakhs
- 1.8% Jews



- 1.3% Azerbaijan Turks
- 1.3% Georgians
- 1.3% Armenians
- 1.0% Others

Over the centuries the Great Russians have predominated in Russia and in the U.S.S.R. They are the people living in the regions around Moscow and Leningrad.

Provisions have been made for ethnic or national groups in the U.S.S.R. in an attempt to build a multi-national society and win and retain the support of all groups.

The 15 republics are based in large part on national groups. Local languages have been retained within the republics, with instruction in the schools, for example, in the local languages. Local or group dances, music, art, and handicrafts have been encouraged.

Communist Party officials come from all the major groups.

There are many linguistic groups.

Among the major linguistic divisions are the Indo-European, the Turkic, the Mongolian, the Finno-Ugric, the North Caucasian, and the Georgian.

Three-fourths of the people of the Soviet Union speak some Slavic language, included in the Balto-Slavic branch of the Indo-European language family, such as Russian, Ukrainian, or Byelorussian.

Russian is the national language of the U.S.S.R. It is taught to everyone and used in the army.

The people are divided religiously. (See "Religious Life.")

Women predominate in the U.S.S.R.

Following World War II there were 54 women to 46 men.

This imbalance will probably right itself over the years.

City-dwellers now outnumber rural people approximately 60 to 40, and the percentage of city-dwellers will grow rapidly as industrialization increases.

The largest percentage of the people live in the western areas, but the population of the sparsely settled east and north is growing.

Just before World War II, for example, Eastern Siberia and the eastern coast had only 3 million persons; now there are about 15 million.

There are some resentments against the domination of the Great Russians

and apparently there is some desire for greater local autonomy, but this movement is not strong.

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In teaching about this topic, teachers should make much use of pictures of different types of people and of charts and maps, such as those in the Kingsbury-Taaffe *Atlas of Soviet Affairs* (Praeger, 1965) and Harry Schwartz's *The Soviet Union: Communist Economic Power* (Scott, Foresman, 1963).

### THE HISTORY AND THE AIMS OF THE SOVIET STATE

It is obviously impossible to go into detail about the history of Russia and the U.S.S.R. in a booklet of this length, but certain broad themes can be suggested that will help give focus to the study of history by secondary school students. Here are ten such themes:

1. *The influence of invasions on Russia.* Having few natural barriers to protect it, Russia has been invaded many times over the centuries—by the Mongols, the Swedes, the Lithuanians, the Poles, the Turks, the French, the Germans, the Japanese, and others. Some historians place great emphasis upon the subjugation of the peoples of this region in the 13th century by the Mongols. Before that Kiev was the capital of a nation whose culture and achievements rivalled those of France. It took 250-300 years to regain independence from the Mongols; meanwhile the Renaissance and Reformation in Western Europe had passed Russia by.

2. *Russia became an armed camp, largely in response to the invasions.* To survive, there had to be strong leadership, discipline, and organization. Autocracy was at first a necessity; then it became a custom.

3. *Russia was strongly influenced by outside forces.* Especially strong was the influence of the Byzantine Empire, largely through the Orthodox Church. An age-long debate took place about whether Russia should face East or West, with Peter the Great (1672-1725) the champion of the Western forces. In the 19th century the struggle was between the Slavophiles and the Westernizers. That struggle still continues to some extent.

4. *Through the centuries Russia has expanded greatly.* From the small state of Muscovy, Russia has expanded to its present far-flung borders. There are exciting teaching possibilities in comparing and contrasting its expansion with the expansion of the United States.

5. *With new territories, the question arose of how to administer the vast area.* Attempts were made at Russification, with resulting counter-



action or resistance and attempts on the part of people in newly acquired territory to cling to their own way of life and cultural traditions.

6. *Local administration was conducted through the "mir."* Administration of the villages was carried on for centuries through self-governing local peasant assemblies called *mir*s.

7. *The Russian Orthodox Church was a powerful force.* The church was always an ally of, and subordinate to, the czarist regime.

8. *Revolutions led by the intelligentsia occurred in the 19th and 20th centuries.* The first major revolution was in 1825. The serfs were freed in 1861. The uprising in 1905 led to the establishment of the *Duma* (semi-parliament). The major revolutions came in 1917.

9. *Throughout history the Great Russians have been in control.* The "heart" of Russia was always in the West, in Kiev, or St. Petersburg (or Petrograd), or Moscow, and those in control were the Great Russians.

10. *The Revolution of October 1917 led to a new socialist state.* Briefly its aims were:

- to transform an agricultural state into an industrial state;
- to destroy the power of the church, politically and religiously;
- to win the people to its new philosophy of government and economics;
- to unite a diverse people;
- to provide a better standard of living for the people;
- to convince the rest of the world of the superiority of the new system.

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If you want to simplify Russian history to the extreme point, the easiest way is to divide it into events before and after 1917, with a time-line or a picture of a great continental divide or watershed. Russian history can also be organized around the leading figures of its czars.

Petrovich has suggested a simple division into four periods, organized around the leading cities of those periods, as follows:

1. Kiev, Russia from the 9th to the 13th centuries.
2. Moscow, Russia from the 13th to the 18th centuries.
3. St. Petersburg, Russia from the 18th century to 1917.
4. Moscow, U.S.S.R. from 1917 to the present.

A slightly more elaborate chronology is presented on the next page. Yet it is simple enough to use with almost any group of secondary school students. You may want to develop with your students your own list of outstanding dates.

### A BRIEF CHRONOLOGY OF RUSSIA AND THE U.S.S.R.

- 988                    Introduction of Christianity from Constantinople by Prince Vladimir of Kiev.
- 1147                  Founding of Moscow, which eventually replaced Kiev in importance.
- 1223                  Invasion of Eastern Europe by the Tartars (Mongols), who controlled Russia for almost 250 years.
- 1462–1505          Ivan III (the Great). End of Tartar rule and initial conflicts with Central European powers.
- 1530–1584          Ivan IV (the Terrible). Severe restrictions on old hereditary aristocracy (*boyars*); establishment of new “nobility of service,” dependent on the central government and the czar. Extension of control over free peasants and beginnings of serfdom. Expansion of Russia to north, southwest, and east. Defeat in attempts to move west.
- 1640                  Russia reached the Pacific.
- 1649                  Serfdom fully established in new law code.
- 1682–1725          Peter I (the Great). Main program—to make Russia strong enough to defeat Sweden and to be a major European power. To do this he built a navy, trained leaders and technicians, and borrowed skills and know-how from the Netherlands and England. Built new capital of St. Petersburg (now Leningrad) as a “window to the West.” Defeated Sweden in 1709.
- 18th century        Life of educated Russians became more like that in France, England, and Germany. Catherine II (the Great) acquired more land and annexed most of Poland.
- 1812                  Napoleon’s unsuccessful invasion of Russia.
- 1815                  Congress of Vienna. Russia a major power.
- 19th century        First revolutionary movement for change in Russia (1825). Flowering of arts and culture. Attempts at reform from within.

- 1854–1856 Russia defeated in the Crimean War.
- 1861 Emancipation of serfs by Alexander II. Major reforms in law, local government, etc.
- 1890's Beginning of "modernization" of Russia. Major industrial boom. Rapid urbanization and social change.
- 1904–1905 Russia lost war against Japan.
- 1905 Revolution.
- 1906 Further reforms. Establishment of first political parties; foundation of Duma (semi-parliament).
- 1914–1917 Russia suffers heavily in World War I.
- 1917 Collapse of czarist rule in March. Revolution establishes liberal government under Kerensky. October Revolution establishes Bolshevik (Communist) government under Lenin.
- 1918–1920 Civil War between the Communists (Reds) and anti-Communists (Whites).
- 1921 End of Civil War. Beginning of New Economic Policy (NEP).
- 1924 Death of Lenin. The rise of Stalin.
- 1928 First Five-Year Plan. Beginning of collectivization of agriculture.
- 1933 Recognition of the U.S.S.R. by the U.S.A.
- 1936 Constitution.
- 1937 Mass purges.
- 1941 Germany invaded the U.S.S.R.
- 1945 End of World War II.
- 1953 Death of Stalin.
- 1956 Beginning of de-Stalinization. Invasion of Hungary.
- 1957 Launching of Sputnik I (the first man-made satellite).
- 1968 Invasion of Czechoslovakia.



## THE NATURE OF SOVIET SOCIETY, GOVERNMENT, AND ECONOMY

For centuries Russia was ruled by the czars and nobility, with the aid of the army and church.

An authoritarian form of society.

Pictured sometimes as a pyramid with the czar at the top, then the peasants. Would be more accurate to picture it as a snowman with a tiny head and a huge body. Mark the head as the czar, nobility, army, and church, and the body as the peasants.

Authorities differ on how Russia happened to move to socialism.

George Kennan maintains, for example, that Russia was preparing for a democratic society for a period of 100 years and that only a stroke of fate turned it to socialism in 1917.

Others feel that Russia moved from one form of authoritarianism to another.

Society today in the U.S.S.R. is based on principles enunciated by Marx and Engels and "Russianized" by Lenin and others.

Basic principles have been interpreted at different times and places by different people in a variety of ways. Nowhere is there a specific plan of communism.

Among the basic principles are the following:

The fundamental force which moves world history is the class struggle, rather than the clash of nations.

Workers of the world should overthrow capitalist control.

Social classes should be eliminated and social equality introduced.

Means of production should be owned by the people through the state.

Society should be organized on the basis of "from each according to his ability, to each according to his need."

World revolution is inevitable, starting first in the most industrialized nations.

Soviet leaders claim that actual communism has not yet been introduced.

They see three stages of development in government and economics:

1. Reproduction of capitalist society in their own special way. They claim this was done in the early years of the U.S.S.R.
2. Introduction of socialism. This was done in recent years.
3. Eventual arrival at communism. Leaders claim this will occur in the 1970's or 1980's.

The Soviet Union today is a socialist state, with government ownership of the basic means of production—the land, minerals, forests, water, factories, banks, and transportation and communication facilities.

Yet there is some private ownership of property.

Small plots of ground are owned by farmers.

Some houses, especially small summer houses or *dachas*, are owned by Soviet citizens.

People own their own personal belongings and some workers own their own tools.

There are differentiated wages and special incentives and rewards in industry and on the farms.

The degree of government ownership or control in different nations can be illustrated well on a continuum in the shape of a horseshoe. At the extreme right end is capitalism. In the lower-right-hand curve is revised capitalism. In the lower-left-hand curve is socialism. And at the left end is communism. Students might profitably assign other nations besides the U.S.S.R. to positions on this continuum, discovering that a large number of nations are socialist on the basis of government ownership of some means of production.

The government of the Soviet Union is based on the Constitution of 1936 and subsequent amendments. Theoretically it has some features of a democracy, including a Bill of Rights. In practice most of those features are not implemented.

The political structure has two parts—the government divisions and the Communist Party divisions.

The divisions of the government start at the bottom with the rural *soviets*, or councils, and theoretically move upward through the district soviets or *rayons* and the regional soviets or *oblasts*, to the soviets of the 15 republics, and on to the Supreme Soviet of the U.S.S.R., the Council of Ministers, and the Presidium of the Council of Ministers, with its chairman or Premier.

The party structure starts with the local party organizations and theoretically moves upward through the district congresses, to the regional congresses, to the Communist Party congresses at the level of the 15 republics, and on to the Central Committee of the Communist Party and its Presidium with its secretary, who is the leader of the Communist Party.

The present leaders of the U.S.S.R. are Leonid Brezhnev, First Secretary of the Communist Party, and Aleksei Kosygin, the Chairman of the government proper. They represent a new

elite in the Soviet Union. Brezhnev is a former metallurgical engineer and Kosygin a former textile engineer. Some call this new elite "Communists in grey flannel suits."

Actually the chain of command is more likely to move down from the top than up from the bottom.

The most important divisions of the Soviet Union are the 15 republics.

There are also 20 national areas or autonomous soviet socialist republics, 8 autonomous regions, and 10 national territories. Most students in high schools should not be concerned with these other divisions.

No one knows where the power really lies in the Soviet Union. Certainly the two top men at the moment yield enormous power, but they must have support from other persons and groups to stay in power, such as the army, the secret police, the key party secretaries, the industrial bosses, and key figures in important foreign communist parties. It might be more correct to speak of an oligarchy of leadership.

Less than 5% of the population are members of the Communist Party.

In 1968 the total membership was 13 million.

Much stress needs to be laid on the place of planning in Soviet society.

There are plans for all segments of the economy for each year.

There are five-year plans and also longer-range plans, such as the twenty-year plan.

The first five-year plan was instituted in 1928.

The Soviet economy has grown greatly in the past few years, often at the rate of 5 to 7%.

In 1967 the gross national product was approximately 418 billion dollars.

The U.S.S.R. now has a corps of nearly 2 million trained scientists and engineers and a large number of skilled workmen.

The government controls capital and can pour it into any segment it desires. In recent years about 50% has been channeled back into development each year.

The U.S.S.R. is now the second most powerful industrial nation of the world. Its greatest difficulties are in agriculture and in shifting its emphasis from a rapidly growing economy to an efficient and more stable one.

Its gross national product is about one-half of that of the U.S.A., and the per capita income is about \$1000, compared with \$3200 in the U.S.A. (World Bank figures for 1965).



## THE IMPORTANCE OF MINING AND INDUSTRY

The geographer Preston James asserts that Russia was well on its way to developing technology by World War I.

Rapid industrialization began around 1890.

It had known reserves of minerals and some factories.

The U.S.S.R. has concentrated heavily on mining and industry.

It has developed known reserves of minerals.

It has emphasized exploration for new reserves of minerals.

It has poured vast sums into industry, especially heavy industry.

It has trained a very competent labor force in mining and industry.

Even the most severe critics of the U.S.S.R. grant that there have been gains in these two areas of the economy.

The U.S.S.R. has moved from about eighth place to second place among industrial nations between 1917 and the present.

Reliable figures are difficult to obtain. Kohn and Drummond assert in *The World Today* (McGraw-Hill, 1963) that by the early 1960's the U.S.S.R. led the world in the production of coal and lignite (21%), iron ore (28.2%), and manganese (49%) and placed second in crude steel, second in sulphuric acid, third in cotton yarn and wool yarn, fifth in paper and newsprint, and fifth in motor vehicles (largely tractors). It claimed half of the world's reserves of petroleum.

Gains in agriculture, for example, between 1950 and 1963 were 57%, while gains in industrial output were about 400%.

The U.S.S.R. has also made gains in other fields, especially in recent years.

Phenomenal gains in the output of electricity, owing to an extensive series of dams, including the world's two largest—Bratsk on the Angara River and Divnogorsk on the Yenisey River.

Great strides in oil production; a 400% to 500% increase between 1960 and 1980 is planned.

Similar developments in natural gas and the chemical industry.

The five largest industrial regions are the Donbas (on the Donetz River in the Ukraine), the Ural district, the Moscow-Leningrad area, and the Middle Volga.

The next five are in the south, Western Siberia and Central Asia, and in the east.

Overall national planning was replaced for a time by regional planning; today many aspects of "Liberianism" have been introduced: more work incentives, local autonomy in setting production goals and prices.

## AGRICULTURE

"The inability of the Soviet Union to make its farm system work represents the greatest single weakness in the whole Communist set-up." Most experts would agree with this evaluation by Harrison Salisbury.

Historically Russia was an agricultural country, farmed by millions of peasants working on small plots of land with primitive tools and methods.

With increasing numbers of persons in the cities in recent times more food has been needed. Stalin attempted to collectivize farming. The wealthy farmers, called *kulaks*, rebelled and destroyed their animals rather than turn them over to the government. Tremendous losses resulted. By 1934, there were 15.4 million horses, compared with 32.1 million previously; 33.5 million cattle, compared with 60.1 million previously; 11.5 million hogs, compared with 22 million; and 32.9 million sheep, compared with 97.3 million.

Under Krushchev an attempt was made to bolster agricultural production.

Millions of acres of land were opened in Western Siberia and Kazakhstan.

Wheat production was shifted to colder regions so that more of the Ukraine and other rich areas to the south could be devoted to corn production.

More capital was provided for fertilizers and farm machinery. The attempt was only partially successful. In some years grain had to be bought abroad.

Basic difficulties in Soviet agriculture include the following:

Most of the nation lies in the far north, with long, harsh winters and a short growing season.

Much of the soil is not conducive to successful farming.

Inadequate investment in fertilizers and in improved hybrids.

Farmers have lacked incentives to produce.

Many people have been involved in simple tasks that a few could carry out.

Three types of farm organization exist today in the U.S.S.R.

1. Collectives. Largest percentage of farms. Land owned by the government but farmed by groups of persons. Must meet government quotas for production. Any surplus can be sold by the farmers and proceeds used by them. Average size of farm, 15,000 acres, with 400 families.
2. State farms. Owned, managed, and operated by the government. Farmers are paid wages. All produce turned over to the government. Average size, 70,000 acres, with 800 workers.



3. Private plots of land. Farmers are allowed to cultivate small plots of land, ranging from one-quarter to one-half acre and sell the produce. Yield of consumer produce very high on these plots.

## TRANSPORTATION

The U.S.S.R. has some very special needs in transportation owing to such factors as:

The enormous size of the country;

The fact that many resources are located at great distances from the major centers of population and industry in the western regions;

The fact that the major rivers flow north or south rather than east or west;

The permafrost and extreme cold in the northern parts of the nation, making it difficult to construct highways and railroads;

The lack of year-round warm water ports.

There are all kinds of transportation in the Soviet Union, from the backs of human beings and camels to airplanes and space vehicles.

Rivers are the "blue highways" of the U.S.S.R.

Much emphasis is placed upon the future of river transportation in the Soviet Union.

Hydrofoils are used more extensively there than in any other country.

A large number of canals have been constructed to connect the various rivers.

Train transportation is important in the U.S.S.R.

The Trans-Siberian Railroad has been changed to a double track and numerous spurs have been added.

The efficiency of rail transportation has been increased through the introduction of more diesel and electric engines and better loading and unloading practices, as well as in other ways.

Pipelines are being laid in increasing numbers to provide for the transportation of oil.

Air transportation has many advantages in the U.S.S.R.

The Soviets now claim the largest domestic system in the world, Aeroflot.

There has been much international air traffic in recent years; more is likely in the future.

Trucking is growing.

Trucking in the U.S.S.R. is especially advantageous for short hauls.

The U.S.S.R. has entered the "auto age."

It produces the Volga, Moscvich, and Chaika automobiles now. Fiat is building a factory in the U.S.S.R. at the new automotive city, Togliatti.

There are increasing numbers of private cars in the large cities. People are transported by buses, streetcars, and trolleys.

Five cities have modern subway systems; others are starting them.

## COMMUNICATION

The problem of language was a major issue in the Soviet Union but has been worked out well.

Local languages are used in the various regions of the U.S.S.R.

Russian is the lingua franca of the entire nation.

All media of communication are utilized to promote the ideas of the Soviet State. This includes newspapers and magazines, radio and television, the movies and theater, and travelling troops.

There are approximately 7500 different newspapers in the U.S.S.R.

Newspapers are printed in 60 languages.

Many articles are the same or similar in all or most newspapers.

Many national and international events are ignored or minimized.

Few articles on fires, floods, tornadoes, and airplane crashes appear.

The news of political events, national and international, is highly controlled.

Most newspapers are four pages and do not carry ads, comics, or banner headlines.

The two national newspapers are *Pravda*, the organ of the Communist Party, and *Izvestia*, the organ of the government.

Wall newspapers are posted in many places throughout the U.S.S.R.

Radios and television sets are widely owned.

Almost all people own radios; many own television sets.

As Harry Schwartz has written, "Russian television is the most commercial in the world. Incessantly it sells one product—the Soviet system."

There are no television stars; outstanding performers appear from time to time as guests but are not regular performers.

All commercial announcements are grouped together for five or ten minutes early in the evening.

There are approximately 3000 different magazines published in the Soviet Union.

Bookstores are numerous and well stocked in the large cities.

New books are quickly sold to the public at very low prices.

Children's books are numerous. Under the sponsorship of the Children's Publishing House, a government institution, about 300 titles are published each year.

Libraries are common, even in the villages.

Many books not published by the government publishers are circulated in manuscript among the most highly educated.

### **WAYS OF LIVING AND VALUES OF THE PEOPLE OF THE U.S.S.R.**

There is great diversity among the many peoples of the Soviet Union; therefore there are great differences in their ways of living. Nevertheless some generalizations can be made about the daily lives of Soviet citizens:

Most adults in the U.S.S.R. are gainfully employed.

Unemployment is almost unknown.

Most women work on farms or in the cities. Estimates of the percentage of women employed vary from 60 to 90%.

In rural areas people go to work on foot, in buses, or on tractors; in cities they walk or travel by bus, streetcar, or subway.

Wages vary tremendously.

The average worker receives approximately \$100 to \$125 per month.

Some persons receive several times that amount, especially artists, writers, research workers, heads of factories, and top-ranking university professors.

Most workers are on a 40-hour week. Recently the five-day week has been introduced in some factories and offices.

There are six paid holidays a year, two of them two-day holidays.

All workers receive two weeks of vacation with pay; many receive three or four weeks. Some who work in hardship areas of the north or east or in mines receive more vacation time.



Family expenses are quite different in the U.S.S.R. from those in the U.S.A.

Families pay only 2 to 5% of their income for rent, inasmuch as the government owns most housing facilities. This includes services where they exist.

Food is adequate but sometimes expensive and usually not varied.

Families may spend 30 to 40% of their budget on food.

Clothes are extremely expensive, although more varied now than in the past. Families may spend 30 to 40% of their budget on clothes.

With two adults working, most city families have more income than is needed for necessities. Some spare money is spent on books and entertainment; some on travel and vacations.

Transportation is very inexpensive.

Medical care is free.

Savings accounts exist in the U.S.S.R., with very low rates of interest.

Housing is a problem in rural areas and the cities.

Rural housing is generally poor. (See the section on villages.)

City housing is scarce, with families crowded into small apartments.

One family houses are rare. Some cooperatives are sold to wealthy persons, but their number is limited.

Most people spend some time in political meetings at the local level. (For other comments, see the section "Leisure Time.")

Social security is from "womb to tomb."

The family is still a strong institution, but community life and community institutions provide a large part of the social life and entertainment.

Women work at a variety of jobs, from street cleaning to the professions.

75% of the doctors are women; 30% of the engineers; 40% of the foresters, agronomists, and veterinarians; and 60% of the economists, statisticians, and merchandising specialists.

Women are increasingly interested in clothes, cosmetics, and home furnishings.

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Although it is always risky to make generalizations about the values or characteristics of any large group of people, a few of the values which writers have attributed to the people of the Soviet Union are listed below. They might well be explored by students:

Strong sense of community solidarity, group feeling.  
 Hatred of war, especially as a result of experiences in World War II.  
 Extreme regard for children, to the extent of pampering.  
 Surface calm but subject to extreme moods of melancholy or optimism.  
 Tolerance for or acceptance of authority, largely as a result of a long history of religious and governmental authoritarianism.  
 Strong sense of patriotism, love of the motherland and the soil.  
 High regard for the arts—the ballet and dancing, the theater, music, and literature.  
 High regard in recent times for education, with stress on technological and vocational education.  
 Broad sense of humor.  
 Shy, but not puritanical.  
 Emphasis in recent times on sports.  
 Lack of regard for punctuality—but this is changing in an industrial society.  
 High regard for consensus at local levels.  
 Curiosity about what goes on in other parts of the world.

## VILLAGES AND CITIES

For centuries the people of Russia were peasants or farmers; 80% lived in rural areas.

With increasing urbanization in recent years, at least 60% now live in cities; 40% in villages or rural areas.

### The Villages

Farmers have lived for centuries in villages and walked to their plots of land.

Villages have been run historically by the village assembly or *mir*.

Head of the *mir* was an elected "elder." Attempted to reach consensus of the members.

Villages today are parts of collective farms or state farms. The village *soviet* (council) is elected locally, but the manager of farms is "recommended" (and therefore elected) by the county unit of the party.

Homes are usually small wooden structures of 3 to 4 rooms.

Sometimes they are decorated around windows or gables; in the Ukraine the whitewashed walls are often decorated.

About two-thirds now have electricity; a large percentage have radios; there are few television sets in villages.

There are many small libraries in villages; often there is a Palace of Culture as the community center.

The school, cooperative store, or village soviet is often the center of a community.

Life in villages is improving but still more primitive than in most Western European nations.

### The Cities

Tremendous movement to the cities in recent years as a result of industrialization.

Ten cities with over a million population; Moscow with 6.5 million, Leningrad with 3.7 million. Followed by Kiev, Tashkent, Baku, Kharkov, Gorky, Novosibirsk, Kuibyshev, and Sverdlovsk.

Five other cities with more than 800,000 and 16 others with more than 500,000.

Many new cities built near hydroelectric power dams and in eastern regions.

Small science cities a special feature of Soviet life today; centers of research.

Housing a big problem; row after row, block after block, mile after mile of new housing projects. People still crowded into small apartments, sometimes of one or two rooms.

Older sections of cities vary tremendously in different regions; new sections very similar.

Increasing traffic in cities; Soviet Union now entering the "auto age."

## MEDICAL CARE AND HEALTH

Health and medical care are primary concerns of the government.

The Constitution guarantees free medical care to all persons.

Everyone has a medical card from birth.

Everyone is assigned to specific doctors; changes are possible but not encouraged.

Fees paid by patients for specialists if they do not accept diagnosis of their doctor.

Special attention to the health of children.

Doctors and nurses provided in pre-school centers as well as in school.



Until 16, children go to pediatric clinics, from then on to polyclinics.

Free summer camps for most children.

A large number of doctors in the Soviet Union.

Claim 25% of the world's doctors; 50% of European doctors.

25 doctors in the U.S.S.R. for every 10,000 persons; 18 in U.S.A. for every 10,000 persons.

Provisions made for small towns and isolated areas.

Small hospitals in villages and mobile units for isolated areas.

A large percentage of the doctors are women, approximately 75%. This is caused by such factors as:

Number of potential male doctors killed during World War II or diverted into other fields.

Large number of doctors needed for care of pre-school children.

Actual equality afforded women in the medical field.

Great improvement in health and medical care in recent years.

In 1917 average life expectancy 32 years; today around 70 (about the same as in the U.S.A.).

General health conditions vastly improved in last 50 years.

Special care for pregnant women.

112 days of maternity leave from office, factory, or farm, with pay.

Free medical attention during childbirth.

Abortions legal now in the Soviet Union.

Psychiatry not as developed in the Soviet Union as in the U.S.A.

More counselling than analysis.

Most doctors visiting the U.S.S.R. impressed with general health and medical work.

## EDUCATION

The status of education under the czars is sometimes underrated.

There was an educated, elite class, largely in the cities and in the west.

This grew rapidly after industrialization began in the 1890's. Lopsided development. By World War I most men in large industrial cities literate. But overall literacy for the country not higher than 30%.

Education in the villages under the control of families and the church.

Army recruits taught to read and write after 1870.

German schools were copied. Very formal instruction.

From the time of the 1917 revolution, education has received high priority.

The aim of Soviet education has been to create a new type of Soviet man or woman. In order to change society, you must change individuals as well as the system.

In the early years, set out to break the hold of the family and the church.

Utilized (and still utilize) all agencies of society for education or indoctrination, including the press, radio, and the theater.

One of the outstanding feats of the U.S.S.R. has been the eradication of illiteracy.

Every agency of society used; became a national passion.

Literacy now above 95%.

School policies are determined by the Communist Party and administered nationally.

General education is administered by the several republics.

Vocational and higher education is administered nationally.

The educational "ladder" is the same throughout the Soviet Union.

Pre-school education almost universal. Nursery schools and kindergartens help children live in a group. Free, compulsory education for 8 years. In cities it was 10 years for a few years. Ten years of compulsory, free education is anticipated again by 1970.

At 15, students go to work, go to technical schools, or go on to higher education. Trade schools include practical work experience.

Schools are coeducational.

The curriculum of the general public schools is uniform throughout the country.

Special emphasis upon mathematics and science—to produce technicians for a scientifically oriented society.

In most schools the language of instruction is the local language.

All students learn Russian, beginning in the second grade.

Foreign language training starts at the fifth grade, but the hours devoted to it are limited; English is the most popular; German second.



Out-of-school organizations—of the government—are important as a part of the educational system.

Octobrists, from 3 to 9 years of age. Informal free-time activities.

Pioneers, from 10 to 15. Almost every child in this organization.

Hundreds of special after school meeting places, Pioneer Palaces. Combination of leisure-time activities, studies, political indoctrination, and work for the community.

Komsomol, Young Communist League for young people 15 and over. More limited membership. Many go from it into the party organization.

Emphasis upon care of very young children, starting at 2 and one-half months.

Special centers in factories, housing projects, and elsewhere.

Nurseries care for children until the age of 3; kindergartens from 3 to 7. Sometimes the two are combined.

Doctors and nurses provided; usually women.

Centers are generally well-equipped. Emphasize group action.

Some characteristics of teaching include:

Emphasis upon competence, conformity, and rigorous discipline;

Formal methods, with much lecturing and almost no discussion;

Uniforms for children;

Much use of medals, honor rolls, and other rewards;

Much indoctrination in ideals of the Soviet State.

The status of teachers in the Soviet Union is generally high, but the pay is low, except for some university professors who are very well paid.

Boarding schools are a relatively recent development.

Developed for a variety of reasons, including care of orphans, delinquents, and pupils whose homes have not given the "proper" care.

Top level educators are very much aware of educational developments around the world.

On-going criticism of Soviet schools by some Russian educators.

Current attacks on their rigidity and lack of new approaches.

Soviet schools have been developed in terms of the goals of that society; it is difficult to compare them with schools in the U.S.A.

Four countries with the highest percentage of their population in higher education: U.S.A., the U.S.S.R., Canada, and Sweden. Much higher percentage in the U.S.A. than the U.S.S.R.

## RELIGIOUS LIFE

Christianity was introduced into Russia around 988 under Prince Vladimir of Kiev. In the ensuing struggles within the church, the Russians followed the lead of the eastern wing at Constantinople, the Greek Orthodox Church.

Islam became an important aspect of religious life through annexation of territories in Central Asia where Moslems were the leading group.

Leading groups in Russia and the U.S.S.R.:

Russian Orthodox: wherever there were Russians, in the strict sense of the word.

Moslems: the second largest group. About 25 million (not all of them practicing Moslems, however).

Roman Catholics: chiefly in Latvia and Lithuania.

Lutherans: primarily in Estonia and Latvia.

Armenian Gregorians and Georgian Orthodox.

Jews: about 2½ million (third largest Jewish population in the world).

Protestant Groups: Reformed (Calvinists), Methodists, Baptists, and other sects.

Weaknesses of the Russian Orthodox Church which led to attacks upon it at the time of the 1917 Revolution:

Slavish adherence to the will of the czars.

Lavish wealth which was not used to help the people.

Concerned primarily with the hereafter and engaged very little in social action.

Strong attacks on the power and influence of religious groups after the 1917 Revolution.

Religion considered "the opiate of the people."

Churches and mosques burned or closed; most seminaries closed.

Religious instruction outlawed for persons under 18.

Propaganda against religion.

Many churches turned into museums; some preserved as examples of art and architecture.

The power and influence of organized religion has largely been destroyed in the past 50 years, but religious groups still persist, and there are many "believers" not identified with formal religion.

Some churches, mosques, and synagogues still open; largely attended by older people and women. A few training centers for religious leaders still open.

Baptist group the most active; membership approximately 500,000 and growing.

Recent interest in religion in the broadest sense on the part of many intellectuals.

Some attempts by religious leaders to make religion more meaningful and more closely related to the life of the people.

## LEISURE TIME

As one writer on the Soviet Union has said, "Fun in the Soviet Union has a hundred faces."

Six national holidays a year—New Year's Day, International Women's Day (March 8), International Labor Day (May 1–2), Victory Day (May 9), Anniversary of the October Revolution (November 28), and Constitution Day (December 5)

Each worker has at least two weeks of vacation with pay per year. Persons working in hardship areas of the north and east and in dangerous occupations have more.

Millions of persons spend their vacation time in the Black Sea area.

Sochi, the Miami of the U.S.S.R.

Scores of large hotels built by the government in this vacation region.

Most homes have radios; an increasing number have television sets.

Programs controlled by the government.

Color television has been introduced but is very expensive.

Millions of children spend much of their spare time in activities of the Pioneers; young people in activities of the Komsomol.

Soviet citizens are at least as interested in sports as are U.S. citizens.

40 million have won their all-round athletic pin, given when several tests are passed.

There are special athletic classes after school for children and young people ages 10 to 17.

Special interest in soccer, boxing, wrestling, basketball, cycling, swimming, and track and field events. Volleyball is the favorite summer sport. No baseball or golf.

Many large stadiums for sports, holding thousands of persons.

Athletes world famous in the Olympics.

In the summer, millions of children go to camps for Pioneers.



Music, the ballet, and the theater are extremely popular in the U.S.S.R.  
The most famous ballet group is the Bolshoi ballet.  
Tickets to theaters and concerts are inexpensive.  
There are many children's theaters as well as theaters for adults.

Circuses are extremely popular.

Other leisure-time activities include hiking and camping, visiting museums, seeing movies, reading, playing chess, and even hunting mushrooms.

American jazz very popular and played widely.

### THE U.S.S.R. AND FOREIGN AFFAIRS

Soviet foreign policy is best understood by keeping in mind four underlying factors:

1. Russia has been a major European power since the time of Peter I (1682–1725). After Napoleon's defeat, Russia became the strongest power in continental Europe and has often been so since then.
2. Russia has been invaded numerous times. Over the centuries Russians have come to believe that a strong government is essential to defend themselves against invaders.
3. Russian governments have always been willing to make considerable sacrifices for the sake of foreign policy. At times Russia has believed that it had a "special mission" in Europe.
4. Approximately 25 million citizens of the U.S.S.R. died during World War II. The memory of this experience is still very much alive.

Important milestones in the foreign policy of the U.S.S.R. include:

In the first years after the 1917 Revolution, the leaders based their policies on the necessity of opposing foreign forces in their country and building internal strength and on the idea that other European nations would turn to socialism.

Throughout its 50 years of history to date, the Soviet Union's foreign relations have been twofold: (1) The normal relations of any nation with other nations. (2) Special considerations growing out of her Marxist-Leninist philosophy.

Around 1921 the Soviet Union changed its foreign policy somewhat.  
Sought recognition by other nations and trade with some. (The U.S.A. did not recognize the Soviet Union until 1933).

By 1928, under Stalin, the U.S.S.R. de-emphasized world revolution somewhat and emphasized internal development.

After Hitler's rise to power, the Soviet Union took a cautious policy toward Germany for a time and built up its relations with other nations.

Signed non-aggression pacts with its neighbors.

Joined the League of Nations.

Sparred with France and Germany.

Signed a non-aggression pact with Nazi Germany in 1939.

On June 22, 1941 Hitler's troops invaded the Soviet Union.

The U.S.S.R. was aided by the U.S.A. through Lend-Lease.

Heroic defense by the Russians with losses of millions of persons.

Eventually the U.S.S.R., Great Britain, and the U.S.A. became allies.

Toward the end of World War II, U.S.S.R. entered the war against Japan and gained a foothold in East Asia as a result of that action.

After World War II, the U.S.A. and the U.S.S.R. engaged in a "Cold War."

The Cold War was basically a struggle for power between two very different forms of society, government, and economics.

Many other countries aligned themselves either with the U.S.S.R. or the U.S.A. Some preferred a neutral position.

Communism in some form spread into large areas: 1940—Lithuania, Latvia, and Estonia, 1945—East Prussia, Kurile Islands, and Sakhalin Islands, 1946—Albania, Rumania, and Bulgaria, 1947—Poland and Hungary, 1948—Czechoslovakia, Manchuria, and North Korea, 1949—East Germany, 1950—China, 1951—Tibet, 1954—North Vietnam. Also Yugoslavia and Cuba.

U.S. efforts to "contain" the spread of Soviet domination led to the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization and other defense pacts, the Eisenhower Doctrine, support of Berlin, defense of South Korea and South Vietnam, and other measures.

The U.S.S.R. was a charter member of the U.N. and its agencies. It has been in the minority on many votes and has often used the veto.

Conflicts of interest continue between the U.S.A. and the U.S.S.R. in many parts of the world, such as the Middle East, Berlin, parts of Africa, Korea, and Vietnam.

In recent years there has been some weakening of the Soviet Union's hold on the satellite nations of Eastern Europe, as evidenced by Yugoslavia's

relatively independent stance, the revolt in Hungary in 1956, and more recent events in Czechoslovakia and Rumania. Albania has turned toward China.

The Soviet Union has been challenged by China for leadership of world socialism or communism in recent years. A struggle between those two nations still continues on a world-wide scale.

The Soviet Union in recent years has extended its aid to several nations and begun "exporting" specialists.

In 1968 and 1969 there were some signs of a detente between the U.S.S.R. and the U.S.A., as evidenced by the consular agreement, agreements on outer space, the banning of extensions of nuclear weapons, and some agreements to promote travel and cultural exchanges.

No one can foretell the future of foreign affairs for the Soviet Union.

Many experts predict more cooperation with the U.S.A. and a further deterioration of relations with China.

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Students in secondary schools should be encouraged to examine as carefully and objectively as possible certain facets of foreign affairs of the U.S.S.R. and to discuss what policies the United States should pursue regarding the U.S.S.R.

### **SOME LEADING CONTRIBUTORS TO WORLD CULTURE**

One of the basic tenets of anthropologists is that each group of people do some things well. No group of persons excels in all categories of life.

An interesting and valuable exercise for a group of relatively mature students would be to assemble their own list of outstanding Russians or of persons from that part of the world who have contributed to world culture. The research which is necessary for such an exercise is far more important than the final list which any group assembles.

Of course the names in any list will vary. The writer has asked people in the U.S.S.R. to name the 10 or 12 Russians of whom they are most proud, and even these lists vary according to the background and point of view of the person asked. Most Russians name more contemporary persons than would most Americans, partly because of their familiarity with such persons and partly because of their general agreement with the underlying tenets of contemporary Soviet society.

Here are some names which might be considered for a list of some leading contributors to world culture from Russia and the U.S.S.R. Most



people would agree that the list should include more names in literature and music than in other fields.

*Literature:* Chekhov, Dostoevski, Gogol, Gorky, Lermantov, Pushkin, Tolstoi, Solzhenitsyn.

*Music:* Borodin, Glinka, Moussorgsky, Prokofiev, Rachmaninoff, Rimsky-Korsakov, Rubinstein, Scriabin, Shostokovich, Stravinsky, Tschaikovsky.

*Ballet:* Bolm, Fokine, Nijinski, Pavlova, Stravinski, Ulanova.

*Painting:* Chagall, Kandinski, Malevich, Repin, Serov, Surikov, Tatlin.

*Science:* Kurchatov, Landau, Mandelshtam, Mendelyev, Shuleikin, Veksler.

What other areas would you include? What names would you include for those areas? What names would you delete from the list above? What names would you add?

### SOURCES OF SATISFACTION AND DISSATISFACTION WITH SOVIET SOCIETY AMONG SOVIET CITIZENS

It is obviously impossible to determine the feelings of Soviet citizens in any authoritative way. Foreign sociologists have not been permitted to work in the U.S.S.R., and Soviet social scientists have until recently been limited in their work. Nevertheless it is possible to get some clues to the feelings of the people from such diverse sources as letters in Soviet newspapers, speeches of public officials, cartoons in the Soviet magazine *Krokodil*, and such ambitious studies of refugees from the U.S.S.R. as Harvard University conducted over a period of years and summarized in *The Soviet Citizen* by Alex Inkeles and Raymond A. Bauer. (Harvard University Press, 1959).

In general, the people seem most proud of:

Soviet accomplishments in industrialization.

Accomplishments in the field of space.

The position of the Soviet Union as a world political power.

The eradication of illiteracy and provisions for the education of all.

Provisions for medical care and old age pensions.

Achievements in art, music, literature, the theater, and related fields.

A general improvement in standards of living, especially in the cities.

The courage of the Soviet citizens during the invasion by Hitler's army.

The astounding economic recovery from World War II.

The record of Soviet athletes in international competition.

So far as can be determined the overwhelming majority of citizens favor the general framework of contemporary society in the Soviet Union. Most criticisms are of the ways in which basic principles are carried out. Some sources of bitterness and dissatisfaction in the past or the present include the following:

Collectivization of the farms and farmers' lack of freedom.

The forced movement of people, especially under Stalin.

The actions of the secret police, especially under Stalin.

The disruption of family life.

Control of the U.S.S.R. by the Great Russians.

Special privileges to some groups, especially the highly educated.

Lack of enough consumer products and housing facilities.

Lack of freedom to travel abroad.

Attacks upon organized religion or the curtailment of religious freedom (a minority objects to this).

# **Curriculum Proposals and Methods**

## **STUDYING THE U.S.S.R. IN ELEMENTARY SCHOOLS**

Because of its importance in the world and its prominence in the news, boys and girls need to be introduced as early as possible to the U.S.S.R. But the study of any segment of Soviet society poses a peculiar problem. That is that children will be confronted with the very difficult concepts of socialism and communism.

Some teachers in the primary grades may want to include Russian folk and fairy tales in the reading which they do with their pupils. They may want to include some Russian music without necessarily identifying it as such. They may even want to include some families in the U.S.S.R. in their study of families around the world, although resources for such study are still extremely scarce.

In a similar way, teachers in the middle grades may want to include the study of a collective farm village and at least one major city in pupils' study of community life around the globe. However, teachers will discover a great lack of suitable materials, and if they do decide to include such studies, they will discover that they need to deal with many difficult concepts.

There remains the possibility of handling the topic of the U.S.S.R. in current events. Some aspects of life in the Soviet Union can be treated in this way, but many others cannot be understood without far more background than children are likely to gain in a current events program. This writer has therefore reluctantly come to the conclusion that the Soviet Union should be touched upon only lightly, if at all, in the primary and middle grades.

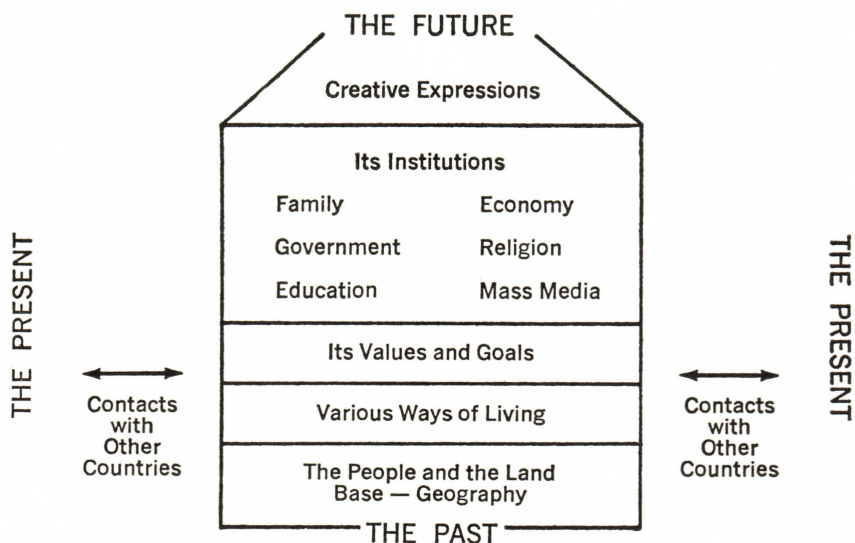
By the time that boys and girls reach the sixth grade, however, they should be able to cope with study of the U.S.S.R., under the guidance of competent and relatively objective teachers. In any study of several nations, the U.S.S.R. should certainly be given high priority. And because the topic is not easy to teach about, considerable time should be spent on it. The emphasis should be primarily upon the contemporary scene, with only enough historical background to help explain the present.

The study of the Soviet Union should cover a wide range of topics, including its geographic base, its varied peoples and their ways of living, as



well as factors which help to unite them, the various institutions in Soviet society today, the values promulgated by the government, the creative expressions of the Russians, and their contacts with other countries.

Teachers will not want to follow slavishly the order of topics pictured in the model or social construct given below, but they may want to use it as a guideline. Thus they would launch a study of the Soviet Union with the variety of people and where they live, bringing in the geography or land base of the country, the chief factor in the distribution of population. Then they might well study different ways of living in various parts of the U.S.S.R., followed by the various institutions and the creative expressions of the people. Some attention should certainly be given to contacts with the people and governments of other countries. Here, then, is a possible chart for studying the U.S.S.R. with emphasis upon its contemporary setting:



Some of the many methods which can be used in such an extensive study of the U.S.S.R. are mentioned on pages 41–42. Some of the resources available for such a study in elementary schools are listed on pages 43–45.

## STUDYING RUSSIA AND THE U.S.S.R. IN SECONDARY SCHOOLS

There are four types of courses in secondary schools in which students are likely to study Russia and the U.S.S.R. They are (1) in a world cultures course, (2) in a world history course, (3) in a special one-semester course in grade 12, and (4) in art, music, and literature classes. No school is likely to offer all four of these opportunities.

In courses in world cultures, teachers need to determine as quickly as possible what the pupils have already studied about Russia and the U.S.S.R. and how much they have retained of that knowledge. They should also discover what their attitudes are toward that part of the world. This can be done by general class discussion, by the word-association device, or by a simple test. If pupils have not studied the U.S.S.R. in elementary schools or have studied it only superficially, teachers may want to use the general "model" for studying a country or culture shown on page 38. At the secondary level, more attention can be given to the history of Russia and the U.S.S.R. Students should also be able to cope better with the difficult concepts of socialist and communist ideology. Although the countries of Eastern Europe do not rightfully belong in the same cultural area as the U.S.S.R., many teachers will want to look at the satellites as well as the U.S.S.R. in any world cultures course.

If the pupils have carried on a fairly intensive study of the U.S.S.R. in recent times in elementary school, teachers in world culture courses may want to expand that study through a number of individual and committee projects on themes of special interest to the students. They may also want to add the history of Russia to what the pupils have already studied. And they may want to conduct some study of the other nations of Eastern Europe. The place of the U.S.S.R. in the contemporary world, with emphasis upon foreign affairs, may be another topic with which students should want to wrestle.

In a world history course, chronology will determine the approach. Inasmuch as portions of Russian history will be scattered throughout a textbook and studied at different times in the year, teachers may want to develop a time-line to pull together the entire history of Russia. If possible, there should be numerous references to the U.S.S.R. today. Otherwise students will not gain an understanding of the contemporary scene, which is probably more important to them than a detailed understanding of the past. If time and resources permit, there should be some individual or group projects on topics of special interest to students.

The nature of a one-semester course on the U.S.S.R. is difficult to determine. It will have to be determined upon the basis of a number of

factors, such as the abilities and interests of the group and the amount and nature of previous work on Russia and/or the U.S.S.R. It is possible that such a course would constitute the students' only formal study of Russia and the U.S.S.R. In such a case, the course might well follow the general outline suggested for elementary pupils, only it should be carried on in much more depth and with more difficult materials. It might be a special course in the history of Russia and the U.S.S.R. Or it might be a course emphasizing individual and group research, with some common readings, especially in the first few weeks of the course, followed by a period of intensive research, and ending with a period of lively reports to the class. In a few cases the course might be analysis of socialism or communism in theory and in practice, with a look at socialism in its various forms in several nations.

In all courses which include material on the U.S.S.R., an attempt should be made to understand why certain forms of government and economy have developed in that part of the world. Basic influences should be stressed, such as the long history of invasions by outsiders, the nature of the Russian Orthodox Church and its alliances over the centuries with those in control of the government, the communal nature of village life over a long period, and the struggles between those who favored a pro-European outlook and those who favored a "Russophile" view. Far too often a study of Russia and the U.S.S.R. is based on a comparison of that nation with the U.S.A., without taking their different histories into account.

At the secondary level, a group of students should be assigned some common readings, but they should also be encouraged to explore individually facets of life in the U.S.S.R. which interest them particularly. These might include such topics as minority groups, education, agriculture, the ballet, art, literature, sports, the place of women, foreign aid, relations between the U.S.A. and the U.S.S.R., relations between China and the U.S.S.R., and the U.S.S.R. in the United Nations.

### **METHODS AND ACTIVITIES IN STUDYING THE U.S.S.R.**

Any study of Russia and the U.S.S.R. should encompass many methods or activities because (1) different aims demand different methods, (2) different pupils learn in different ways, and (3) a variety of methods often enlivens and promotes learning.

Here are a few suggestions for opening a unit or series of lessons on the U.S.S.R. These approaches will, of course, have to be adjusted to the age level, abilities, and interests of the pupils in your group.



Use a film or filmstrip to introduce your study of the U.S.S.R.

Plan an exhibit of posters and realia to stimulate a discussion.

Place on the chalkboard the words "Russia—U.S.S.R." and encourage the pupils to mention quickly anything that comes to mind. Do not discuss what they say; merely record it. Then, after 15 or 20 words have been recorded, begin to analyze them and to question the accuracy of some of the ideas implied by the words. This is sometimes called the "Word-Association Game."

Mount on cardboard pictures of various kinds of people (or a wider range of topics). Distribute them to pupils and use them for discussion about the people of the U.S.S.R. today and what they are like.

Imagine that the class is going on a trip to the U.S.S.R. What would they want to see? Use this list as an outline for study of the U.S.S.R.

Use a film related to the U.S.S.R. being shown in a nearby theater to evoke discussion of that part of the world. Recent films such as *Dr. Zhivago* and *War and Peace* can be utilized in this manner.

Use a current event connected with the U.S.S.R. to motivate your study.

Several of these suggestions can be used at times other than at the beginning of a unit. Use those activities which you did not use at the beginning at some other point in your study. Here are some other activities to consider:

Arrange with the music teacher (or with a group of students interested in music) to play a number of records illustrating Russian life through music. Let the students listen and try to determine what the music reveals.

Plan a similar period or periods with art as the focus.

Make or have a student or students make a series of transparencies about the land, the distribution of people, the cities, the resources, etc.

Develop a time-line of the history of Russia and the U.S.S.R. In some cases you may want to have illustrations made for each date.

Invite to your class a person who has lived in the U.S.S.R. Provide plenty of time for questions. Such a visit might be planned after the class has done considerable background reading and study.

Dramatize or role-play a given period or event in Russian history.

Make a class scrapbook on Russia and/or the U.S.S.R. or have groups of students make scrapbooks on a specific topic.

Develop a class vocabulary list of difficult words and phrases connected with the study of Russia and the U.S.S.R.

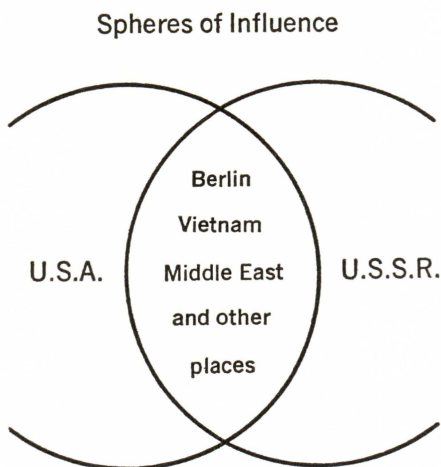
Conduct a panel or class discussion on communism as a "religion."

Compare and contrast different accounts of a topic connected with the U.S.S.R., trying to ascertain why they differ.

Plan a trip to a nearby museum with materials on the U.S.S.R.

Plan a trip to a nearby art gallery with materials on the U.S.S.R.

Illustrate the conflicts of interest of the U.S.A. and the U.S.S.R. in various parts of the world by using overlapping circles of interest or influence, showing how they coincide in such places as the Middle East, Africa, Berlin, Korea, and Vietnam, in this fashion:



Make a series of charts on production in the U.S.S.R. or on the resources of the U.S.S.R. and the U.S.A. or other countries.

Make a study of Russian folk tales, showing the values which are being extolled in them.

Make a study of a famous person or famous persons in Russian history.

Assemble a list of the 10 to 15 outstanding contributors to world culture from Russia and the U.S.S.R.

Plan an assembly program on some aspects of your study of the U.S.S.R.

Make a model of a collective farm village in the U.S.S.R. today.

Make a study of stamps of the U.S.S.R. and what they reveal about that nation.

Plan a mural or a series of murals on interesting phases of life in the U.S.S.R.

## Resources for Studying the U.S.S.R.

### BOOKS FOR ELEMENTARY SCHOOL PUPILS

The attention of teachers is called to accounts in textbooks and in encyclopedias, as well as to current information in magazines, newspapers, and current-events papers. Better readers in elementary schools should be able to use some books listed on pages 45-47 for secondary school students.

Almedingen, E. M. *A Picture History of Russia*. Watts, 1964. 63 pp. With several colored illustrations. Grades 5-8

Almedingen, E. M. *The Knights of the Golden Table*. Lippincott, 1964. 190 pp. Grades 6-9. Twelve stories of Vladimir's knights, like King Arthur's knights.

Bartos-Hoppner, B. *Save the Khan*. Walck, 1964. 240 pp. Grades 6-9. The fight in 16th-century Siberia to halt the Russian invaders.

Bloch, Marie H. *Aunt America*. Atheneum, 1963. 149 pp. Grades 5-7. Family life in a Ukrainian village with eventual exile to Siberia.

Bloch, Marie H., ed. *Ukrainian Folk Tales*. Coward-McCann, 1964. 76 pp. Grades 4-6.

Budberg, Moura. *Russian Fairy Tales*. Warne, 1960. 272 pp. Grades 4-6. From all parts of Russia.

Dolch, Edward W. and Marguerite P. *Stories from Old Russia*. Garrard, 1964. 168 pp. Grades 4-6.

Downing, Charles. *Russian Tales and Legends*. Walck, 1956. 230 pp. Grades 3-5.

Gottschalk, Froma. *The Runaway Soldier and Other Tales of Old Russia*. Knopf, 1946. 161 pp. Grades 2-4.

Hall, Elvajean. *The Volga: Lifeline of Russia*. Rand McNally, 1965. 112 pp. Grades 5-8. The importance of the Volga river in Russian history.

Harbin, E. O. *Games of Many Lands*. Abingdon, 1964. 160 pp. Pp. 139-140 on games in the U.S.S.R.

Haskell, Helen E. *Katrinka: The Story of a Russian Child*. Dutton, 1915. Grades 5-8. A girl in Czarist Russia who dances her way to the Imperial ballet.



- Hoff, Rhoda. *Russia: Adventures in Eyewitness History*. Walck, 1964. 207 pp. Grades 5-8.
- Jackson, W. A. *Soviet Union*. Fideler, 1966. 192 pp. Grades 5-7. Especially good for its large black-and-white photographs.
- Johnson, Gerald W. *Communism: An American View*. Morrow, 1964. 160 pp. Grades 5-8.
- Kalashnikoff, Nicholas. *The Defender*. Scribner's, 1951. 136 pp. Grades 4-6. Way of life in an isolated Siberian village.
- Kish, George. *The Soviet Union*. Nystrom, 1964. 63 pp. With colored illustrations. Grades 4-6.
- Levin, Deana. *Nikolai Lives in Moscow*. Hastings House, 1968. 48 pp. Well illustrated. Grades 2-4. Everyday life today of a young boy.
- Malvern, Gladys. *Dancing Star: The Story of Anna Pavlova*. Messner, 1960. 280 pp. Grades 5-8. The story of the famous ballet star.
- Martin, Henry R. *Russian Fairy Tales: New Versions of Old Folk Tales*. Peter Pauper, 1959. 62 pp. Grades 4-7.
- Millen, Nina. *Children's Games from Many Lands*. Friendship Press, 1965. 192 pp. Pp. 104-105 on the U.S.S.R.
- Parker, Fan. *Russian Alphabet Book*. Coward-McCann, 1961. 40 pp. Grades 4-7. Clever presentation of geographical material through letters of the Russian alphabet. Pictures make this enjoyable.
- Pons, Helene. *The Story of Vanya*. Viking, 1963. 24 pp. Grades K-3. The summer holiday of a family on the Bay of Finland early in the 20th century.
- Popescu, Julian, and Caldwell, John C. *Let's Visit Russia*. John Day, 1968. 95 pp. Grades 5-8.
- Reyher, Becky. *My Mother Is the Most Beautiful Woman in the World*. Lothrop, 1960 edition. 40 pp. Grades 4-6.
- Robbins, Ruth. *Baboushka and the Three Kings*. Parnassus Press, 1960. Unpaged. Grades 2-4.
- Rudolph, Marguerita, trans. *How a Shirt Grew in the Field*. McGraw-Hill, 1967. 30 pp. Grades K-3. A boy observes the transformation from flax to a shirt.
- Salisbury, Harrison E. *Children of Russia*. Sterling, 1963. 96 pp. 141 black-and-white pictures, with some text. Grades 3-8.
- Salisbury, Harrison E. *The Key to Moscow*. Lippincott, 1963. 128 pp. Grades 5-8.
- Snyder, Louis L. *The First Book of the Soviet Union*. Watts, 1959. 96 pp. Grades 5-8.
- Tolstoy, Leo. *Russian Stories and Legends*. Pantheon, 1967. Grades 4-7.
- Vandivert, Rita. *Young Russia*. Dodd, Mead, 1960. 61 pp. With many black-and-white photographs. Grades 4-6.

- Wallace, John A. *Getting to Know the U.S.S.R.* Coward-McCann, 1959. 64 pp. Grades 4-6.
- Wilson, Barbara K. *Fairy Tales of Russia.* Dutton, 1960. 48 pp. Grades 5-8.
- Yulya. *Bears Are Sleeping.* Scribner's, 1967. Unpaged. Grades K-2. A Russian lullaby about animals in the snowy woods.
- Zemach, Harve, adapter. *The Speckled Hen: A Russian Nursery Rhyme.* Holt, 1966. 38 pp. Grades K-2.

### BOOKS FOR SECONDARY SCHOOL STUDENTS

The attention of teachers is called to accounts in textbooks and in encyclopedias, as well as to current information in magazines, newspapers, and current-events papers. Slower readers may find some of the books in the list for elementary school pupils of value.

- Almedingen, E. M. *A Picture History of Russia.* Watts, 1964. 72 pp.
- Appel, Benjamin. *Why the Russians Are the Way They Are.* Little, Brown, 1966. 192 pp.
- Archer, Jules. *Man of Steel: Joseph Stalin.* Messner, 1965. 191 pp.
- Bartos-Hoppner, B. *The Cossacks.* Walck, 1963. 296 pp.
- Carter, Gwendolen M. *The Government of the Soviet Union.* Harcourt, 1962. 181 pp.
- Colegrove, Kenneth. *Democracy versus Communism.* Van Nostrand, 1961. 442 pp.
- Constantini, O., and Hubman, H. *Moscow.* Doubleday, 1958. 62 pp. 32 color photographs.
- Deutscher, Isaac. *Stalin: A Political Biography.* Vintage, 1960. 600 pp. A paperback.
- Ebenstein, William. *Totalitarianism: New Perspectives.* Holt, 1962. 80 pp.
- Ebenstein, William. *Two Ways of Life: The Communist Challenge to Democracy.* Holt, 1962. 406 pp.
- Editors of *Look.* *Red Russia after Fifty Years.* Cowles Education Corp., 1968. 158 pp. Photos and text.
- Fairservis, Walter A. *Horsemen of the Steppes.* World, 1962. 128 pp.
- Folsom, Franklin. *The Soviet Union—A View From Within.* Nelson, 1965. 224 pp. The book contains ten chapters on modern Russia.
- Francini, Mario. *Russia Invaded: From Genghis Khan to Hitler.* Lion Press, 1966. 181 pp.
- Geis, Darlene. *Let's Travel in the Soviet Union.* Children's Press, 1964. 85 pp. With several full-page colored photographs.

- Goldstein, Robert. *The Soviets—A Pictorial History of Communist Russia*. Bantam, 1967. 252 pp. A paperback book with fine photographs.
- Griffith, William E. *World Communism Divided*. Headline Series. Foreign Policy Association, 1964. 48 pp. Paperback.
- Gunther, John. *Inside Russia Today*. Harper, 1957. 550 pp.
- Gunther, John. *Meet Soviet Russia: Land, People, Sights*. Harper & Row, 1962. 182 pp.
- Gunther, John. *Meet Soviet Russia: Leaders, Politics, Problems*. Harper & Row, 1962. 246 pp.
- Habberton, William. *Russia: The Story of a Nation*. Houghton Mifflin, 1965. 282 pp.
- Higgins, Marguerite. *Red Plush and Black Bread*. Doubleday, 1955. 256 pp.
- Hoff, Rhoda. *Russia: Adventures in Eyewitness History*. Walck, 1964. 207 pp.
- Inkeles, Alex, and Geiger, Kent. *Soviet Society: A Book of Readings*. Houghton Mifflin, 1961. 703 pp.
- Jackson, W. A. Douglas. *Soviet Union*. Fidler, 1963. 192 pp. A comprehensive study of the Soviet Union takes the reader through 16 major interest areas.
- Judy, Richard. *Communist Agriculture: Crisis and Change*. Headline Series. Foreign Policy Association, 1963. 62 pp. A paperback.
- Kettle, Arnold. *Karl Marx: Founder of Modern Communism*. Roy, 1964. 127 pp.
- Kish, George. *Russia*. Doubleday, 1956. 64 pp.
- Klimenko, Galina. *Russia: In Pictures*. Sterling, 1967. 64 pp.
- Lawrence, John. *Russia*. Roy, 1965. 88 pp. Story of Russian history as divided into four dominant ages.
- Levine, Irving R. *Main Street, U.S.S.R.* Mentor, 1962. 190 pp. Paperback.
- Mandel, William. *Russia Re-Examined: The Land, The People, and How They Live*. Hill & Wang, 1964. 244 pp. Touches on all aspects of Soviet life.
- McNeal, Robert H. *The Russian Revolution*. Holt, 1960. 62 pp. In Source Problems in World Civilization series.
- Miller, William J. *The Meaning of Communism*. Silver Burdett, 1963. 192 pp.
- Miller, Wright W. *Russians as People*. Dutton, 1961. 205 pp. A paperback.
- Moscow, Henry. *Russia Under the Czars*. American Heritage, 1964. 153 pp.
- Nazaroff, Alexander. *The Land of the Russian People*. Lippincott, 1966. 190 pp.
- Pares, Bernard. *History of Russia*. Knopf, 1947. 565 pp.
- Petrovich, Michael B. *The Soviet Union*. Ginn, 1964. 122 pp. A very comprehensive, well-balanced, and well-written account.



- Platig, E. Raymond. *The United States and the Soviet Challenge*. Laidlaw, 1960. 64 pp.
- Rau, Santha Rama. *My Russian Journey*. Harper & Row, 1959. 300 pp.
- Raymond, Ellsworth. *Soviet Economic Progress*. Holt, 1960. 56 pp.
- Red China and the U.S.S.R.* Government Printing Office, 1963. 35 pp.
- Rice, Tamara T. *Finding Out About the Early Russians*. Lothrop, 1964. 168 pp.
- Salisbury, Harrison E. *Russia*. Atheneum, 1965. 144 pp.
- Salisbury, Harrison E. *Russia*. Macmillan, 1965. 138 pp.
- Salisbury, Harrison E. *A New Russia?* Harper & Row, 1962. 143 pp.
- Salvadori, Massimo. *The Rise of Modern Communism*. Holt, 1963. 220 pp.
- Savage, Katharine. *People and Power: The Story of Three Nations*. Walck, 1959. 250 pp.
- Schwartz, Harry. *The Many Faces of Communism*. Berkeley, 1962. 254 pp.
- Schwartz, Harry. *The Soviet Union: Communist Economic Power*. Scott, Foresman, 1963. 72 pp.
- Shub, David. *Lenin*. Penguin, 1967. 496 pp. A stimulating biography.
- Swearingen, Rodger. *The World of Communism*. Houghton Mifflin, 1962. 278 pp. Answers to the 100 questions most frequently asked by high school students.
- Thayer, Charles W., and the Editors of *Life*. *Russia*. Time, 1960. 152 pp.
- U.S.S.R. Resources: Agriculture*. American Geographical Society, 1963. 6 pp. An issue of *Focus*.
- Walsh, Warren B. *Readings in Russian History*. Syracuse University Press, 1963. A three-volume set.

## BOOKS FOR ADULTS

Many good readers in high schools will be able to use most of these volumes.

- Bauer, Raymond A. *Nine Soviet Portraits*. The M.I.T. Press, 1965. 187 pp.
- Bereday, George Z. F., et al. *The Changing Soviet School*. Houghton Mifflin, 1960. 514 pp.
- Billington, James H. *The Icon and the Axe*, Knopf, 1966. 404 pp. This is the best and most stimulating work available about Russia's cultural heritage.
- Black, C. E. *The Dynamics of Modernization*. Harper & Row, 1966. 703 pp. Russia's experience in a world setting.

- Black, C. E. *The Transformation of Russian Society*. Harvard University Press, 1960. 659 pp.
- Bowers, F. *Broadway U.S.S.R.: Ballet, Theatre, and Entertainment in Russia Today*. Nelson, 1959. 227 pp.
- Braverman, Harry. *The Future of Russia*. Grosset & Dunlap, 1963. 175 pp.
- Brown, Donald R., ed. *The Role and Status of Women in the Soviet Union*. Teachers College Press, 1968. 139 pp.
- Cantril, Hadley. *The Politics of Despair*. Collier-Macmillan, 1962. 279 pp. A profile of the anonymous millions who turn to Communism.
- Cantril, Hadley. *Soviet Leaders and Mastery Over Man*. Rutgers University Press, 1960. 173 pp. A brilliant analysis by a psychologist of the ideology and the manner in which it is implemented
- Carson, George Barr, Jr. *Russia Since 1917*. Service Center, 1962. 25 pp. A bibliographic summary.
- Cartier-Bresson, Henri. *The People of Moscow*. Simon and Schuster, 1955. 165 pp.
- Clarkson, Jesse D. *A History of Russia*. Random House, 1961. 857 pp.
- Cole, John P. *Geography of the U.S.S.R.* Penguin, 1967. 326 pp.
- Daniels, Robert V. *The Nature of Communism*. Random House, 1962. 398 pp.
- Deutscher, Isaac. *Stalin: A Political Biography*. Oxford University Press, 1967. 661 pp.
- Deutscher, Isaac. *The Unfinished Revolution: Russia 1917-1967*. Oxford University Press, 1967. 115 pp.
- Djilas, Milovan. *The New Class: An Analysis of the Communist System*. Praeger, 1957. 214 pp.
- Fainsod, Merle. *How Russia is Ruled*. Harvard University Press, 1963. 684 pp. A very clear picture of Soviet government.
- Feiwel, George R. *The Soviet Quest for Economic Efficiency: Issues, Controversies, and Reforms*. Praeger, 1967. 420 pp. A monograph on Soviet industrial planning.
- Fischer, Louis. *Life of Lenin*. Harper & Row, 1964. 703 pp.
- Fitzsimmons, Thomas, et al. *U.S.S.R.: Its People, Its Society, Its Culture*. Human Relations Area Files Press, 1960. 590 pp.
- Florinsky, M. *Russia: A History and Interpretation*. Macmillan, 1968. Two volumes.
- Goldman, Marshall I. *Soviet Foreign Aid*. Praeger, 1967. 265 pp.
- Goldman, Marshall I. *The Soviet Economy: Myth and Reality*. Prentice-Hall, 1968. 176 pp.
- Grant, Nigel. *Soviet Education*. Penguin, 1964. 190 pp.

- Hazard, John N. *The Soviet System of Government*. University of Chicago Press, 1965. 262 pp.
- Hendel, Samuel, and Braham, Randolph L. *The U.S.S.R. After 50 Years: Promise and Reality*. Knopf, 1967. 299 pp. Essays which take stock of Soviet achievements.
- Hunt, N. Carew. *The Theory and Practice of Communism*. Penguin, 1963. 315 pp.
- Inkeles, Alex, and Rauer, Raymond. *The Soviet Citizen: Daily Life in a Totalitarian Society*. Atheneum, 1968. 533 pp. A Harvard University refugee project.
- Kassof, Allen. *Prospects for Soviet Society*. Praeger, 1968. 586 pp. A paperback. Extremely important. Probably the best single work available.
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## FILMS

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- George Kennan Discusses Communism*. U.S. Army, 1953. 43 min., black and white. A rental film from World Affairs Center for the U.S.
- Nikita Khrushchev*. McGraw-Hill, 1964. 26 min., black and white.
- The Kremlin*. McGraw-Hill, 1963. 54 min., black and white or color.
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- Lenin and Trotsky*. McGraw-Hill, 1964. 27 min., black and white.
- Look Inside Russia*. Nebraska Council for Educational Television, 1955. 22 min., color.
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- Russia—Czar to Lenin*. McGraw-Hill, 1966. 29 min., black and white. A view of the present-day Soviet Union with a few flashbacks of the Czar and his family.
- Russia in Europe*. International Film Bureau, 1962. 19 min., color. This film gives a general geographical survey of the U.S.S.R. west of the Ural mountains.

*Russian Life Today: Inside the Soviet Union.* Bailey, 1965. 19 min., color.  
This film shows the people of Soviet cities and rural communities at work, in school, and at home.

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*The Soviet Challenge.* Encyclopaedia Britannica, 1962. 26 min., black and white. Soviet film showing achievements in industrialization.

*Soviet Russia: From Revolution to Empire.* McGraw-Hill, 1963. 15 min., black and white.

*The Soviet Union: The Land and the People.* Coronet, 1957. 16 min., black and white.

*The Soviet Woman.* McGraw-Hill, 1964. 53 min., black and white. Considers the role of women in Russia and their equal status with men.

*Stalin.* McGraw-Hill, 1963. 26 min., black and white

*The U.S.S.R.* Iowa State University, 1962. 29 min., black and white. A two-part study of the contemporary Russian way of life.

*A Visit to Moscow.* McGraw-Hill, 1964. 22 min., black and white.

*Who Goes There—A Primer on Communism.* McGraw-Hill, 1963. 54 min., black and white.

Brandon Films has numerous films on the U.S.S.R. which have been produced during this decade. For example, *Atoms for Peace*, *Ballet Concert*, *In the Circus Arena*, and *U.S.S.R. Sports Champions*.

Indiana University Audio-Visual Center handles some excellent films on the Soviet Union, such as: *The Russian Communist Revolution*, *Marxism and the Communist Manifesto*, *The Birth of Bolshevism*, and *The Great Design*. Send for a catalog.

## FILMSTRIPS

*Journey Down the Great Volga.* Life, 1959. 78 frames.

*The People of Russia.* Life, 1955. 82 frames, black and white.

*Russia and Its Satellites.* New York Times, 1965. 51 frames, black and white.

*Russia and the Satellite Empire.* New York Times, 1961. 58 frames, black and white.

*20 Years of Cold War.* New York Times, 1965. 56 frames.

*Uneasy Comrades: Russia and Communist China.* New York Times, 1963. 53 frames.



*U.S. and U.S.S.R.—An Economic Overview.* Current Affairs, 1959. 40 frames, black and white.

Several companies produce sets of filmstrips about the Soviet Union:

EyeGate House:

*The Anatomy of Communism, The Nature and Meaning of Communism, The Beginnings, Karl Marx and Friedrich Engels, The Philosophy of Marxian Socialism, Lenin, The Legacy of Lenin, etc.*

Harcourt, Brace & World:

*The Rise of Communism* (1967). A sound filmstrip program consisting of two color filmstrips and two 12" LP records.

*The Soviet Union: Its Land, Customs, and History* (1968). A program consisting of three color filmstrips and three 12" LP records. The filmstrip titles are *The Soviet Union: Its Land and People, The Soviet Union: Daily Life and Education, The Soviet Union: A History.*

*The Soviet Union Today: Its People and Their Way of Life* (1966). A sound filmstrip program consisting of two color filmstrips and two 12" LP records.

Jam Handy:

*The Soviet Union Today* (1966). A set of filmstrips accompanied by records. The titles are *The Development of the Soviet Union, The Geography, Farming and Rural Life, City Life, European Russia and the Ukraine, and The Caucasus and Soviet Central Asia.*

McGraw-Hill:

*Communism: What You Should Know About It and Why.* A set of eight color filmstrips with an average length of 40 frames.

*The Soviet Union* (1962). A set of four color filmstrips with an average length of 40 frames.

Society for Visual Education:

*Living in the Soviet Union Today* (1957); *Housing and Home Life; Schools and Pioneer Activities; Agriculture; Foods, Markets, and Stores; Transportation and Communication; Four Cities; and Natural Resources.* A set of eight color filmstrips with an average length of 50 frames.

*Communism: Challenge to Freedom.* A set of eight color filmstrips comparing communism and democracy.

## MAPS

American Map Company, 3 West 61st Street, New York 10023. Map of the U.S.S.R. in color, #9582. 40" by 29". 49¢ each

Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Ill. 60640. Cloth maps include the following:

RG 52 a, U.S.S.R. Political-Administrative. 80" by 54".

RG 52 aa, U.S.S.R. Political-Administrative. 48" by 36".

RG 52 p, U.S.S.R. Political. 92" by 64".

RG 52 xp, U.S.S.R. Simplified Political. 80" by 55"

Goodall, George, ed. *Soviet Union in Maps*. 1965. 32 pp. An atlas with several maps in color.

McKinley Publishing Company, 112 South Broadway, Brooklawn, N.J. 08030.  
Desk map of the U.S.S.R. 15" by 10". Packet of 20 for 90¢.

Kingsbury, Robert C., and Taaffe, Robert N. *An Atlas of Soviet Affairs*. Praeger, 1965. 143 pp. A small map or chart on every other page, with an explanation on the opposite page. On all phases of life in the U.S.S.R.

## MUSIC

Rubin, Rose N., and Stillman, Michael, eds. *A Russian Song Book*. Vintage, 1962. 197 pp. A paperback.

Several records are available from Folkways Records, 121 West 27th Street, New York 10036, including such titles as "Folk Music of the U.S.S.R.," "Folk Music of the U.S.S.R. Middle East," "Music of the Russian Middle East," "Russian Folksongs," "Russian Poetry," "Stories of Anton Chekov," and "Ukrainian Christmas Songs."

Some other record companies also have recordings of Russian music, such as Borodin's "Dances of the Polovetzki Maidens," Moussorgsky's "Night on Bald Mountain" and "Boris Godunov," Rimsky-Korsakov's "Scheherazade" and "Flight of the Bumble Bee," Stravinsky's "Fire Bird Suite," and Tschai-kovsky's "1812 Overture," "Marche Slav," "Nutcracker Suite," "Sleeping Beauty," and "Swan Lake."

## PICTURES

A booklet of pictures drawn by children of the Soviet Union, in color, entitled *Through the Eyes of Children* is sold by the Four Continent Book Corporation, 156 Fifth Avenue, New York 10010, a store which handles Russian materials. \$2 per pamphlet.

Teachers and librarians should be able to assemble many pictures of the Soviet Union by clipping them from such magazines as *Holiday*, *Life*, *Look*, *National Geographic*, and *Travel*. They can be mounted on cardboard for use in an opaque projector or for passing around a class.

## **Addresses of Organizations and Publishers Cited in This Booklet**

Abingdon Press, 201 Eighth Avenue South, Nashville, Tenn. 37202  
American Geographical Society, 156th Street and Broadway, New York 10032  
American Heritage Publishing Co., Inc., 551 Fifth Avenue, New York 10017  
American Map Company, 3 West 61st Street, New York 10023  
Appleton-Century-Crofts, 440 Park Avenue South, New York 10016  
Atheneum Publishers, 122 East 42nd Street, New York 10017  
A. V. Educational Films, 7934 Santa Monica Boulevard, Hollywood, Calif.  
91246  
Bailey Films, 6509 De Longpre Avenue, Hollywood, Calif. 91228  
Bantam Books, Inc., 271 Madison Avenue, New York 10016  
A. S. Barnes & Co., Inc., Box 421, Cranbury, N.J. 08512  
Beacon Press, 25 Beacon Street, Boston, Mass. 02108  
Berkley Publishing Corp., 200 Madison Avenue, New York 10016  
Brandon Films, 221 West 57th Street, New York 10019  
Children's Press, 1224 W. Van Buren Street, Chicago, Ill. 60607  
Collier-Macmillan (*See Macmillan*)  
Coronet Films, Coronet Building, 65 East South Water Street, Chicago, Ill.  
60601  
Coward-McCann, Inc., 200 Madison Avenue, New York 10016  
Cowles Education Corp., Look Bldg., 488 Madison Ave., New York 10022  
Current Affairs Films, 527 Madison Avenue, New York 10022  
The John Day Company, Inc., 210 Madison Avenue, New York 10016  
Denoyer-Geppert Map Company, 5235 Ravenswood Avenue, Chicago, Ill.  
60640  
Dodd, Mead & Company, 79 Madison Avenue, New York 10016  
Doubleday & Company, Inc., 277 Park Avenue, New York 10017  
E. P. Dutton & Company, Inc., 201 Park Avenue South, New York 10003  
Encyclopaedia Britannica, Inc., 425 North Michigan Avenue, Chicago, Ill.  
60611  
Eyegate House, 146-01 Archer Avenue, Jamaica, N.Y. 11335  
The Fidler Company, 31 Ottawa Avenue, N.W., Grand Rapids, Mich. 49502  
Folkways Records, 165 West 46th Street, New York 10036  
Foreign Policy Association, 345 East 46th Street, New York 10017



Four Continent Book Corporation, 156 Fifth Avenue, New York 10010  
 Friendship Press, 637 West 125th Street, New York 10027

Garrard Publishing Co., 1607 North Market Street, Champaign, Ill. 61821  
 Ginn & Company, 125 Second Avenue, Waltham, Mass. 02154  
 Government Printing Office, Washington, D.C. 20402 (Superintendent of Documents)

Grosset and Dunlap, Inc., 51 Madison Avenue, New York 10010

Hammond, Inc., 515 Valley Street, Maplewood, N.J. 07040  
 Harcourt, Brace & World, Inc., 757 Third Avenue, New York 10017  
 Harper & Row, Publishers, 49 East 33rd Street, New York 10016  
 Harvard University Press, 79 Garden Street, Cambridge, Mass. 02138  
 Hastings House, Publishers, Inc., 10 East 40th Street, New York 10016  
 Hill & Wang, Inc., 141 Fifth Avenue, New York 10010  
 Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York 10017  
 Human Relations Area Files Press, Taplinger Publishing Company, Inc., 29 East 10th Street, New York 10003

Indiana University Audio-Visual Center, Bloomington, Ind. 47401  
 International Film Bureau, 332 South Michigan Avenue, Chicago, Ill. 60604  
 International Film Foundation, 1600 Broadway, Suite 1000, New York 10019  
 Iowa State University, Ames, Iowa 50010

Jam Handy Filmstrips, 2821 Grand Boulevard, Detroit, Mich. 48211

Alfred A. Knopf, Inc., 501 Madison Avenue, New York 10022

Laidlaw Brothers, Thatcher and Madison Streets, River Forest, Ill. 60305  
 Life Filmstrips (*See Time Inc.*)  
 The Lion Press, Inc., 21 West 38th Street, New York 10018  
 J. B. Lippincott Co., East Washington Square, Philadelphia, Pa. 19105  
 Little, Brown & Company, 34 Beacon Street, Boston, Mass. 02106  
 Lothrop, Lee, & Shepard Company, Inc., 381 Park Avenue South, New York 10016

McGraw-Hill Book Company, 330 West 42nd Street, New York 10036  
 McKinley, 112 South New Broadway, Brooklawn, N.J. 08030  
 The Macmillan Company, 866 Third Avenue, New York 10022  
 Mentor Books, The New American Library, Inc., 1301 Avenue of the Americas, New York 10019

Julian Messner, 1 West 39th Street, New York 10018  
 William Morrow & Co., Inc., 425 Park Avenue South, New York 10016

Nebraska Council for Educational Television, University of Nebraska, Lincoln, Neb. 68504

Thomas Nelson & Sons, Copewood & Davis Streets, Camden, N.J. 18103  
 NET Film Service, Indiana University Audio-Visual Center, Bloomington, Ind. 47401

W. W. Norton & Company, Inc., 55 Fifth Avenue, New York 10003

A. J. Nystrom & Co., 3333 Elston Avenue, Chicago, Ill. 60618  
 New York Times Educational Division, 229 West 43rd Street, New York  
 10036

Oxford University Press, Inc., 200 Madison Avenue, New York 10016

Pantheon Books (*See* Random House)

Parnassus Press, 2422 Ashby Ave., Berkeley, Calif. 94705

Penguin Books Inc., 7110 Ambassador Road, Baltimore, Md. 21207

Peter Pauper Press, 629 North McQueston Parkway, Mount Vernon, N.Y.  
 10552

Frederick A. Praeger, Inc., 111 Fourth Avenue, New York 10003

Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

Rand McNally & Co., Box 7600, Chicago, Ill. 60680

Random House, Inc., 457 Madison Avenue, New York 10022

Radio Corporation of America, Victor Record Division, 155 East 24th Street,  
 New York 10010

Roy Publishers, Inc., 30 East 74th Street, New York 10021

Rutgers University Press, 30 College Avenue, New Brunswick, N.J. 08903

Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Ill. 60025

Charles Scribner's Sons, 597 Fifth Avenue, New York 10017

Service Center for Teachers of History, American Historical Association, 400  
 A Street, S.E., Washington, D.C. 20003

Silver Burdett Company, Park Avenue and Columbia Road, Morristown, N. J.  
 07960

Simon & Schuster, Inc., 630 Fifth Avenue, New York 10020

Society for Visual Education, 1345 West Diversey Parkway, Chicago, Ill.  
 60614

Sterling Publishing Co., Inc., 419 Park Avenue South, New York 10016

St. Martin's Press, Inc., 175 Fifth Avenue, New York 10010

Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210

Time Inc., Time-Life Books, Time & Life Building, Rockefeller Center, New  
 York 10020

University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill. 60637

University of Michigan Press, 615 East University, Ann Arbor, Mich. 48104

D. Van Nostrand Co. Inc., 120 Alexander Street, Princeton, N. J. 09541

The Viking Press, Inc., 625 Madison Avenue, New York 10022

Vintage Books (*See* Random House)

Henry Z. Walck, Inc., 19 Union Square West, New York 10003

Frederick Warne & Co., Inc., 101 Fifth Avenue, New York 10003

Franklin Watts, Inc., 575 Lexington Avenue, New York 10022

John Wiley & Sons, Inc., 605 Third Avenue, New York 10016

World Map Company (*See* American Map Company)

World Publishing Company, 2231 West 110th Street, Cleveland, Ohio 44102

World Affairs Center for the U.S., 345 East 46th Street, New York 10017

World Affairs Materials, Brooklyn College, Brooklyn, N.Y. 11210

Yale University Press, 149 York Street, New Haven, Conn. 06511