

social science
in soviet
SECONDARY SCHOOLS

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Social Science
in
Soviet Secondary Schools

Syllabus of the New Course

by the
STAFF of the
Eastern Europe Unit
Comparative Research Branch

Georg-Eckert-Institut
für internationale
Schulbuchforschung
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Introduction

THROUGHOUT THE SYLLABUS of the new Soviet Social Science course, introduced in the secondary school curriculum in 1963, Communist life and thought are presented in the most idealized form, without alluding to the pressing social, economic, and other problems existing in the Soviet Union. The image of the Communist life "to come," illuminated with messianic Marxist symbolism, is contrasted with a distorted view of the Western democracies.

Illustrations and charts in the social science textbook (see footnote 1) reflect some of its characteristic themes, such as the growth of industry and agriculture, and the welfare benefits under communism as contrasted with (1) *exploitation*: Picture of an unemployed person, captioned, "He has lost hope of finding work," and with a statistic on unemployment in the United States (p. 88); (2) *discrimination*: Picture of a Negro tied to a tree, captioned, "They judge Negroes by a lynch court" (p. 368); (3) *aggression under capitalism*: Picture of a monstrous figure, wearing a top hat and a dollar sign, and holding a hydrogen bomb in one tentacle and strangling the Statue of Liberty with another (p. 96).

There is evidence of some dissatisfaction on the part of Soviet officials with the quality of the teaching in the social science course. Presumably the course itself is considered basically satisfactory, since it was retained in the 1964 revision of the secondary education curriculum. Efforts are aimed toward continual strengthening of the course, reflecting the government's attempt to cope with what it considers the need to strengthen Soviet youth ideologically.

As evident from the syllabus, the course may be considered as ideological indoctrination rather than social science, and it is probable that it will be subject to continuing revision in response to changes in the current Communist Party line and of Soviet leadership.

The syllabus of the new course is presented in this report for the information of U.S. comparative education specialists, teachers of social science and for others, in analyzing Soviet teaching in this field. The syllabus is also an index to the kind of introduction pupils receive to "the world around them" in the critical final year of Soviet secondary education schools.

Based on topics in the new social science textbook, Part I of the report provides a brief background on the development of the course,

its aims and political significance, and requirements for the ideological indoctrination of teachers. Part II presents the English translation of the original text of the course syllabus as published by the Soviet Government.

PART I

The Social Science Course

Development of the New Course

THE CURRICULUM for the new social science course for Soviet secondary schools was developed jointly by the Commission of the Academy of Pedagogical Sciences of the Russian Soviet Federated Socialist Republic (R.S.F.S.R.) and the Ministry for Higher and Secondary Specialized Education of the U.S.S.R., at the behest of the Central Committee of the Communist Party of the Soviet Union (CPSU).

Prior to its formal introduction in 1963, the course was taught on an experimental basis for 3 years in selected schools throughout the U.S.S.R. The final textbook was compiled from 33 text drafts prepared by various authors and groups of authors from a dozen or more Soviet cities.¹ While students in Soviet schools were previously exposed to Marxist-Leninist concepts on a piecemeal basis through individual social science courses, no single course provided an ideological overview. As a result, Soviet educational planners felt that a single, comprehensive course, embracing all facets of Marxist-Leninist thinking, should be offered at the end of the formal education process for most students (17- and 18-year-olds). A primary objective of the course is to ensure the graduation of politically indoctrinated youths, inculcated in the "superiority" of the Soviet system over capitalism, the "invincibility" of the Soviet Union, and the "inevitable victory" of communism in the international arena.

A review of the course in the monthly journal of the R.S.F.S.R. Academy of Pedagogical Sciences, *Sovetskaia pedagogika*, June 1963, stated:

The aim and the political significance of instruction in this subject [social science] was defined by N. S. Khrushchev in his speech to the All-Russian Teachers' Congress: "We want our youth to study more profoundly the most important tasks of building communism, and the teachings of Marx, Engels, and Lenin on communism. We want them correctly to understand the problems of our time, to mold in themselves the features of the new man, the man who is to build communism and live under communism."

Social Science Courses in General

In addition to the new course, which is specifically entitled "Social Science," a number of courses in Soviet schools cover major aspects of

¹ *Obshchestvovedenie: Uchebnik dlia vypusknogo klassa srednei shkoly i srednikh spetsial'nykh uchebnykh zavedenii* (Social Science: Textbook for graduating class of secondary school and secondary specialized educational institutions). Moscow: Publisher of Political Literature. 1964.

social science, such as history and geography. Such courses are required for all students at elementary, secondary, and higher levels of education in the U.S.S.R. In the curriculum for general elementary-secondary schools established by the R.S.F.S.R. Ministry of Education in August 1964,² the hours per week for each of these subjects were allocated as follows:

Subjects	Class hours per week in grades									
	1	2	3	4	5	6	7	8	9	10
Total				2	4	4	4	6	13/4	15/6
History and Constitution of the U.S.S.R.....				2	2	2	2	3		
Geography.....					2	2	2	3		
History.....									13/4	13/4
Social science ²										2

¹ The divided numbers in grades 9 and 10 for the subject of history and in the total indicate the class hours per week in the first and second term respectively of each grade.

² The course meets twice a week for a total of 70 hours in the final 10th grade of general secondary studies.

The required social science subjects for all Soviet students at the higher education level are: (1) History of the Communist Party of the Soviet Union; (2) Political Economy, Dialectical and Historical Materialism; and more recently, (3) Fundamentals of Scientific Communism. Total hours for social science in various fields of specialization are tabulated in *Higher Education in the U.S.S.R.*,³ and the syllabuses for these subjects (except for Fundamentals of Scientific Communism) are translated in English in the University of Michigan's publication, *Administration of Teaching in Social Sciences in the U.S.S.R.*⁴

The New Course Content

Required readings in the new social science course are the textbook (see footnote 1), classic works of Marxism-Leninism, current Soviet and foreign Communist Party decrees, and Soviet press and other propaganda materials. The reading list, prepared in 1963 prior to

² Published in the Ministry's organ, *Uchitel'skaia gazeta*, Aug. 15 and 20, 1964.

³ U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1963. p. 13.

⁴ Bulletin 1956, No. 16. Ann Arbor, Mich.: 1960.

Premier Khrushchev's removal from the Soviet leadership, contained many of his writings. [The list made no reference to any of the numerous writings of Joseph Stalin, the former Premier and Soviet Communist Party leader who dominated Soviet society 1929-53.] The new course shares common themes with other social science subjects, thus resulting in certain overlaps. The approach to the subject matter is interdisciplinary and, wherever applicable, teachers are expected to relate the course contents to such subjects as physics, mathematics, and literature, and to polytechnical training.

The first (1963) edition of the textbook for the course⁵ consisted of five parts:

1. Principles of Marxism-Leninism.
2. Socialism.
3. The Communist Party.
4. From Socialism to Communism.
5. The Twentieth Century—the Age of the Victory of Communism; and Conclusion.

The two major changes in the second (1964) edition of the textbook are the expansion of the section on atheism and the inclusion of discussion themes specifically designed to prepare students for the rebuttal of anti-Communist arguments. The second edition also shows increased attention to Africa, and makes reference to the "erroneous views and dissident activities of the leaders of the CPC" [Communist Party of China].

Instruction Methods

Instruction in the new social science course is conducted through lectures, discussions, seminars, visual aids, debates, and field trips. In preparing their lessons, students are encouraged to relate the content to daily life by providing concrete examples to illustrate selected themes. The course is open to government and Party personnel, Civil War and World War II veterans, outstanding production workers, scientific personnel, and to officials of enterprises where students receive practical training. Likewise, teachers illustrate basic themes through examples of the work achievements and military exploits of the Soviet people and by stressing the value of each man's personal effort in the success of Communist construction. Both students and teachers are exhorted to read newspapers, periodicals, and popular science literature, and to forswear abstract reasoning and meaningless generalizations supported only by an overabundance of quotations.

⁵ Available in English translation from the Joint Publications Research Service, U.S. Department of Commerce. Washington, D.C.

In the economics sections of the course, teachers are adjured to relate the lessons to production training. For example, in studying labor relations, specific data (employment provisions, work records, collective agreements) from patron enterprises may be introduced as a means of familiarizing youth with future employment conditions. In addition, the textbook contains practical assignments such as "How and by what means is labor productivity raised in the enterprises where you are undergoing practical training this year"; and "How are the patron enterprises modernizing their technical equipment?"

Field trips to appropriate Soviet institutions, such as museums, collective farms, factories, and courts, supplement classroom lessons. After lectures on the Soviet economy, a class may visit a state farm or industrial enterprise, attend managerial committee sessions, and talk with the Communist Party Committee secretaries. Lectures on history and ideology are accompanied by visits to museums honoring Marx, Engels, and Lenin, and to appropriate historical monuments.

Teacher Qualifications

Teachers for the new social science course are selected from the qualified graduates of regular university and pedagogical institute programs, and from those currently teaching in the educational system. The shortage of qualified teachers, however, is one of the problems associated with the course.

Since May 1963, graduates of regular university and pedagogical institute programs in the fields of history, philosophy, and political economy have been certified as teachers of the course in secondary schools. A decree of May 4, 1963, issued by the U.S.S.R. Ministry of Higher and Secondary Specialized Education, specified the qualifications of graduates:

A. Graduates of Universities

Graduates in the specialty of history who are qualified as teachers of history and social science; or historians (by specialization);

Graduates in the specialty of political economy, who are qualified as instructors of political economy and social science;

Graduates in the specialty of philosophy, who are qualified as "philosophers"; instructors of philosophy and social science; or instructors of logic, philosophy, and social science.

B. Graduates of Pedagogical Institutes

Graduates in the specialty of history, who are qualified as teachers of history and social science in the secondary school.

Syllabus of the Social Science Course

The syllabus for the new course in Soviet secondary schools, both general and specialized, is presented in the following pages in format and content as published by the U.S.S.R. Ministry of Higher and Secondary Specialized Education and the R.S.F.S.R. Ministry of Education, Moscow, 1963.

The English translation of the Soviet text of the syllabus is by the Eastern Europe Unit, Comparative Research Branch, Bureau of Research, U.S. Office of Education.

Syllabus

(70 hours) ¹

Introduction

1 (2) hours ²

Program of the CPSU on the significance of forming a scientific world outlook. Adoption of a communist world outlook, a profound understanding of party politics, and the struggle for its realization—a vital necessity for every builder of communism. Problems and contents of the course, *Social Science*.

Theme 1

Marxism-Leninism—Theoretical Basis for the Building of Communism

20 (24) hours

K. Marx, F. Engels, V. I. Lenin—Great Teachers and Leaders of the World Proletariat

Communism—centuries-old dream of mankind. Socialists-Utopians; their progressive criticism of the bourgeois society; the Utopian character of their ideas.

Origin of Marxism—K. Marx and F. Engels—brilliant founders of scientific communism.

V. I. Lenin—great successor, continuing the teachings and works of K. Marx and F. Engels.

Creative development—of Marxism-Leninism of the Communist Party of the Soviet Union, and of the fraternal communists' and workers' parties. Program of the CPSU—manifest theoretical and political document of our era; a superior achievement of contemporary social-scientific thought. Three component parts of Marxism-Leninism.

¹Total number of hours devoted to the course in general secondary schools. In specialized secondary schools, such as technicums, the total is 90 hours.

²The number of hours listed under each section are the total devoted to a given part or "theme" of the course; the first number is for general secondary schools, and the number in parentheses for specialized secondary schools.

Concept of Dialectical and Historical Materialism

Elementary knowledge of materialism and idealism.—Matter and basic forms of its existence. Matter and consciousness. Basic question of philosophy—question on the attitude of the intellect towards being.

Materialistic dialectics.—Materialistic dialectics—the most profound and comprehensive study regarding development. Laws of materialistic dialectics.

Possibility of knowing the world.—The possibility of knowing the world and its laws. Social-historical practice—basis of knowledge. Acknowledgment and enrichment of materialistic philosophy by achievements of contemporary science.

The meaning of the basic problem of philosophy. Party spirit in philosophy.

Concept of historical materialism.—Origin of historical materialism—revolution in outlook on society. Social being and social consciousness. Method of production—material basis of the life of society. Productive forces and productive attitudes. Role of labor in the rise and development of mankind.

Marxism-Leninism on the development and changes of social-economic formations.

Historical necessity and conscious activity of people. Working masses—authentic creators of material and spiritual welfare, the decisive force of social development. Role of the personality in history.

Classes and class struggle. Essence of the exploiter state and public law. Historical types and forms of the exploiter state. Social revolution.

Dialectical and historical materialism—philosophical basis of the world outlook of the working class and of all Soviet society.

Capitalism—the Last Exploiter System. From Capitalism to Socialism

Capitalist commodity production.—Concept of commodities, capital, and surplus value. Essence of capitalist exploitation. Accumulation of capital and worsening of proletariat conditions. Basic contradictions of capitalism.

Imperialism.—Imperialism—the highest and last stages of capitalism. State-monopolistic capitalism. Imperialism—eve of the socialist revolution. General crisis of capitalism.

Revolutionary character of transition from capitalism to socialism.—All-world historical mission of the working class and its party. Three basic forms of the proletariat class struggle. Study of the socialist

revolution and proletariat dictatorship. V. I. Lenin on the diversity of state forms of proletariat dictatorship. The Great October Socialist Revolution—beginning of a new era in the history of mankind and eras of the downfall of capitalism and strengthening of communism.

Socialism and communism—two phases of a single communist formation.—Lenin's plan for building socialism. Three basic tasks in the transition period from capitalism to socialism. All-world historical meaning of the creation of socialism. General outlines and features of socialism and communism.

Theme 2

Socialism—the First Phase of Communism

15 (18) hours

Economic Construction of Socialism

Character of socialist relations of production.—Public socialist property on the means of production—economic basis of socialism. Forms of socialist property. Unity and features of common (state) and collective farm-cooperative forms of property. The leading role of state property. State enterprises—their management. Agricultural artel [collective association]; sound combination of social and personal interests in agricultural artels; collective farm funds; organization of labor; organs of administration of artel affairs. Role of the state in collective farm construction. Personal property of citizens under socialism. Legal protection of state, collective farm-cooperative, and personal property in the U.S.S.R.

Goal of socialism: Systematic development of national economy under socialism.—Goal of socialism—ever more complete satisfaction of growing material and cultural needs of the people by means of continuous development and perfection of social production.

Systematic development of socialist national economy; its advantages over capitalist economy. Ratio and tempos of development of socialist production. Tasks and methods of planning.

Labor and distribution under socialism. Principles of socialism: "He who does not work does not eat," "From each according to his ability; to each according to his work." Character of labor under socialism. Growth of productivity of labor—an indispensable condition for improving national well-being. The meaning of material incentive of workers in the development of social production. Socialist competition and its meaning in the development of national economy. Features of commodity production under socialism. Role of money. Nonfinancing by the state. Production and national economy under socialism.

Labor attitudes under socialism.—Their radical differences from labor attitudes under capitalism. Labor agreement. Collective agreement. Discipline of labor, wages of labor, safeguarding of labor. Work conditions of women and youth. Rules regarding transfer to other work, bases and order of dismissal, order of consideration of labor disputes, and length of service.

Social-Political Construction of Socialism

Classes under socialism.—Working class. Soviet collective-farm peasantry. Union of the working class and peasantry—the great revolutionary strength of the development of Soviet society. National intelligentsia. Liquidation of the opposition between city and village, between intellectual and physical work. The leading role of the working class in the socialist society. Indissoluble social-political and ideological unity of the Soviet people.

Nations under socialism.—Understanding nationalities and nations. Solving the national problem—the greatest achievement of socialism. Lenin's national policy. Equality of nations in political, economic, and cultural spheres.

U.S.S.R.—a single multinational state. Sovereignty of the U.S.S.R. and the Union Republics. The significance of Soviet autonomy.

Friendship of the peoples of the Soviet Union—pledge of new successes of socialism.

Soviet socialist system and public law.—V. I. Lenin on the socialist system as the system of a new, higher type. Radical differences between the Soviet socialist system and the exploiting systems.

Constitution of the U.S.S.R.—basic law of the Soviet system.

Soviets (Councils)—the political basis of the U.S.S.R.—organs of the original national power.

Organs of the state power and state government. Justice and the procurator's office.

Socialist law—the law of a new, higher type. Understanding state, civil, criminal, labor, and collective-farm law.

Basic rights and responsibilities of the Soviet man.—Basic rights and responsibilities of Soviet citizens. Unity of rights and responsibilities, guarantees of citizens' rights in the U.S.S.R. What socialism has given youth.

Socialist democracy—democracy of a new, higher type. Its radical differences from bourgeois democracy.

Social organizations of workers.—Trade unions—school of communism.

All-Union Lenin Communist Youth League—independent youth organization and active assistant and reserve of the party.

Other social organizations and workers' societies.

The Communist Party—the nucleus of all workers' organizations, social as well as state.

Complete and final victory of socialism in the U.S.S.R. Conformity with the law of the building of socialism.—Complete and final victory of socialism—the greatest achievement of the Soviet people attained under the leadership of the CPSU.

Theme 3

The Communist Party of the Soviet Union—the Guiding Force of the Soviet Society

3 (6) hours

Transformation of the Communist Party from a Party of the Working Class into a Party of all Soviet Peoples

The Communist Party of the Soviet Union—the fighting well-trying vanguard of the Soviet people, uniting on a voluntary basis the progressive, most class-conscious part of the working class, collective-farm peasantry, and the intelligentsia of the U.S.S.R. CPSU—the higher form of social-political organization.

Historical meaning of the first and second Party program.

New program of the CPSU—Communist Manifesto of the contemporary era, scientifically well-founded, concrete plan of constructing communism. Basic lines of the CPSU program. Further development in the CPSU program of the component parts of Marxism-Leninism: philosophy, political economy, and scientific communism.

How Our Party is Constructed

The statute of the CPSU—the basic law of inner Party life. Party membership. Party claims towards communists. Primary organizations—the foundation of the Party. Indestructible ties with the people—the main source of Party strength and power. Democratic centralism—the leading principle of the organizational construction of the Party. Ideological and organizational Party unity and highly principled and conscientious discipline of its members—the source of invincibility of the CPSU. Strict observance of Lenin's norms of Party life and the principle of collective leadership—the law of Party life. Marxism-Leninism on leadership authority. Incompatibility of the personality cult with Lenin's principles of Party life. Liquidation

tion of the personality cult, overcoming its consequences, and exposure and ideological defeat of the anti-Party group.

Organization of inner Party life—example and standard of creating the most perfect forms of Communist social self-government. The significance of the law of the CPSU.

Increasing Party Role in the Building of Communism

The further increasing role and significance of the Communist Party as a guiding force of the Soviet society. Factors dependent on increasing the role of the CPSU in the life of the Soviet society. Increase of the scales and complexity of the tasks of Communist construction; drawing in of millions of workers into the management of state and industry affairs; further development of Socialist democracy; increasing the significance of the scientific theory of communism; necessity for strengthening the Communist upbringing of the people.

Adherence to Marxist-Leninist principles and its creative development; unity of theory and practice in CPSU activity—security of successful determination of large problems of Communist construction.

CPSU leadership at the head with Lenin's Central Committee—a decisive condition for the victory of communism in the U.S.S.R.

CPSU—An Integral Constituent Part of the International Labor Movement

Communist construction in the U.S.S.R.—large international task of the Soviet people. Strengthening fraternal ties of the CPSU with all Communist and workers' parties in their joint struggle against the danger of a new world war; in the interests of workers; and for peace, democracy, and socialism. The CPSU—the most experienced and hardened force of the international Communist movement and its universally recognized vanguard.

Theme 4

Gradual Development of Socialism into Communism

24 (28) hours

Entry of the Soviet Union into the Period of Large-Scale Construction of Communism

Objective conformities of the development of socialism into communism. Principal aims of the development period of Communist

construction, their interdependence and unity. The CPSU program regarding the successive stages of the realization of the aims of Communist construction in the U.S.S.R.

Creation of the Material-Technical Basis of Communism

The creation of the material-technical basis of communism—the principal economic task of the Party and the Soviet people.

Two stages in the creation of the material-technical basis of communism. “Productivity of labor, in the last analysis, is the most important and the principal means for the victory of new socialist construction.” (V. I. Lenin.)

The decisive role of heavy industry in the creation of the material-technical basis of communism. The necessity for a strong development of productive forces of agricultural economy.

Complete electrification of the country and perfection on this basis of techniques, technology, and organization of public production in industry and agricultural economy. Complex mechanization of industrial processes and their ever more complete automation. Chemism of industry. All possible development of new, economic, effective branches of industry, and of new kinds of energy and materials. Comprehensive and rational utilization of natural resources. Organic formation of science with production; more rapid tempos of scientific-technical progress.

Development of specialization, cooperation, and combination of enterprises. Continuous perfection in management through industrial and agricultural production and planning.

The 7-year development plan of the U.S.S.R. national economy—an important stage in the creation of the material-technical basis of communism.

The struggle of the workers of the U.S.S.R., under the leadership of the Communist Party, for the successful fulfillment of the historic tasks outlined in the program of the CPSU.

Formation of Communist Social Attitudes

On the road to common communist property.—Common public property—economic basis of the Communist society. Gradual development of Socialist forms of property into common Communist property. Development of productive forces—objective basis of forming Communist property.

Further growth and development of state public property. Ways of drawing together collective farm and public property.

Creation of a classless Communist society.—Overcoming urban and rural social-economic and cultural-domestic differences. Transformation of agricultural labor into industrial variety.

Development of cultural-technical levels of workers and peasants and gradual overcoming of differences between intellectual and physical work. Organic merging of intellectual and physical work in industrial occupations. Wiping out class differences.

Transition into Communist labor and distribution.—Goal of Communist production. Interdependence and unity of the two parts of the Communist principle: "From each according to his abilities; to each according to his needs." Creation of an abundance of material and spiritual comforts, and transformation of labor into the first vital need—the more important conditions of transition towards the Communist principle: "From each according to his abilities; to each according to his needs."

The significance of the material incentive and distribution according to labor in the period of large-scale construction of communism. The necessity for the right combinations of material and moral incentives towards labor. Increasing role of moral incentives towards labor according to the extent of the movement towards communism.

Increase of public consumers' funds—the Communist way of raising the welfare of the masses.

CPSU program on the further raising of the living standards of the workers and on the creation in the U.S.S.R. of the very highest living standards for workers to compare with any capitalist country.

Development of a Socialist state system into a Communist social self-government.—Transformation of the state, coming into being as a state dictatorship of the proletariat, into a common state, and into an organ expressing the interests and the freedom of all nations.

Thorough development and perfection of socialist democracy and active participation of all citizens in the administration of the state, in the leadership of economic and cultural construction, and in the improvement of the work of the state apparatus. Intensification of national control under its activity—principal trends of the development of Socialist economy during the period of Communist construction. Increasing the role of the councils—all-inclusive organization of nations.

Gradual transition of some functions, fulfilled by state organs, in the management of social organizations.

Increase of the activity of the workers in the struggle with the disturbers of social order. National detachments and public courts of justice.

The Socialist state—the principal tool of the workers in the struggle

for communism. The necessity for all possible strengthening of the Soviet state, its armed forces, and defense potential.

Development of the state into social-communist self-government. Creation of a developed Communist society in the U.S.S.R. and victory and strengthening of socialism in the international arena—necessary conditions for complete dissolution of the state.

National attitudes in the U.S.S.R. during the period of extensive construction of communism.—Two tendencies of the development of national attitudes during the period of extensive construction of communism. Building of communism in the U.S.S.R.—basis for further economic and cultural growth of the Soviet republics and a comprehensive drawing together and mutual enrichment of the cultures of the Soviet nations. Perfection of forms of the national state system of the peoples of the U.S.S.R. Further strengthening of the friendship between the peoples of the U.S.S.R. Intolerance towards national and racial hostility.

Extensive Communist construction—new stage in the comprehensive drawing together and mutual enrichment of cultures and languages of the peoples of the U.S.S.R. Duration of the process of wiping out national, particularly language, differences. Undesirability of ignoring or exaggerating national differences. Positive significance of converting the Russian language into a language of international understanding and of cooperation between the peoples of the U.S.S.R.

International significance of the all-around development and an even more intimate drawing together of the Soviet peoples.

Formation of the Man of the Communist Society

Increase in the significance of Communist upbringing during the period of the extensive construction of communism.

V. I. Lenin on the formation of the man of the Communist society. Understanding the comprehensive and harmonious development of the personality. Basic regulations of the moral code of the builder of communism.

CPSU program on the values in ideological work on the contemporary scene. June (1963) Plenum of the CC of the CPSU.

Formation of a scientific world outlook.—Paramount significance of the formation of a scientific world outlook in all toilers of society under conditions of socialism and the building of communism.

Marxism-Leninism—ideological basis for a scientific world outlook.

Direct participation in labor and in the building of a Communist society—principal condition in the formation of the new man. The role of scientific knowledge and practical social work in the formation of a Communist world outlook.

Enmity towards the reaction of the bourgeois ideology. The necessity for systematic propaganda regarding the great advantages of socialism and communism under the obsolescent age of the capitalist system and an active struggle against bourgeois ideology and against anticommunism.

Role of scientific knowledge and scientific world outlook in the struggle with religious prejudices. Scientific atheism.

Communist ideology—the most humane ideology. Communist moral substance—distinctive feature of the Soviet man. The necessity for an organic combination of Communist ideas with Communist deeds in the conduct of each person and in the activities of each collective and each organization.

Communist moral upbringing.—The moral code of the builder of communism and its significance in Communist upbringing. Communist morality—the most just and noble morality, expressing interest and ideals of all working people. Contrast between Communist and bourgeois moralities.

Increasing role of moral beginnings in the life of society in the process of transition to communism.

The development in all members of society of a Communist attitude towards work and towards social production—the core of Party educational work. Mass labor heroism of the Soviet people. Collectivism. The significance of combining education with productive work. The necessity to convert labor into a first vital need for the all-around development of man—the builder of communism.

The example of good upbringing in public and private life and in fulfilling social obligations. “To learn to live and work according to communism”—a high goal, advanced by brigades of Communist labor, a model of conduct for the Soviet people.

Socialist humanism and its basic principle: each person is to another a friend, a comrade, and a brother.

Educating the people in the spirit of Soviet patriotism and socialist internationalism. Fulfillment, by the Soviet people, of international obligations with respect to workers of all countries.

Communist morality and way of life. Social significance of the way of life and means of its reorganization. Love, marriage, and family; role of the family in educating the new man. Rights and responsibilities of family members.

Reasons for the remaining vestiges of past experiences in the consciousness and behavior of individual members of the Socialist society and means of overcoming them. The necessity for intensifying the struggle against private ownership. Elimination of the indifferent bureaucratic attitudes towards man, and also of adulation, servility, and so on.

Persuasion—the basic method of educating the Soviet people. Criticism and self-criticism. Observance of Soviet laws—responsibility and moral obligation of each citizen of the U.S.S.R.

Cultural development.—Gradual shortening of working time and expansion of opportunities for the all-around development of talents of the Soviet man in production, science, techniques, literature, and the arts. Increasing role of science, literature, and the arts in the all-around development of the Soviet man. Achievements of world culture—property of the Soviet peoples.

Role of aesthetic education in the formation of the man of the Communist society. Significance of physical education in the all-around development of the personality and in preparation for work and defense.

Increase of opportunities for the education of the new man during the period of transition to communism, harmonious combination in one's self of spiritual riches, moral cleanliness, and physical perfection.

Theme 5

XX Century—Century of the Triumph of Communism

5 (10) hours

Transition from capitalism to socialism and communism—basic significance of our era. Twenty-second Congress of the CPSU on the principal results of the progressive development of society.

Formation of a World Socialist System—Basic Eventuality of World Development

The world system of socialism—the principal achievement of the international working class. Conformity with the law of development of a world system of socialism.

The world system of socialism—new pattern for economic and political relations between countries. Unity and solidarity of countries of the world socialist system—the principal source of their strength and invincibility.

Safeguarding the complete victory of socialism within the limits of the world socialist system. The role of the U.S.S.R. in the world socialist system.

Nationalism—the fundamental political and ideological weapon of international reaction in the struggle against unity of the socialist countries. Revisionist and dogmatic distortions of the principle of socialist internationalism.

New stages in the development of the world system of socialism. Transformation of the world socialist system into a decisive factor of world development. Program of the CPSU for greater or lesser simultaneous transition of socialist countries to communism within one historical epoch.

Competition between the socialist and capitalist systems—the pivot of world development. Success of the world system of socialism in economic competition with capitalism. Significance of Socialist and Communist construction for speeding up the progress of mankind.

Collapse of the Colonial System—Second Eventuality of World Development

The rise of socialism and the coming of the era of the liberation of oppressed peoples. Downfall of the colonial system of imperialism. New forms of colonialism. Constant struggle with imperialism—fundamental conditions for the solution of common national problems.

Basic forces of the national emancipation movement.

Program of the CPSU regarding possible means of development of countries which have freed themselves of the yoke of colonialism; capitalism—path of national suffering; socialism—path of nations towards freedom and happiness. Struggle of the Communist and Workers' Party for successive execution, to the end, of the anti-imperialist, antifeudal, and democratic revolution; for the creation of a state of national democracy; for socialist progress.

A Sharp, Complete Weakening of Capitalism and New Aggravation of its General Crisis—Third Eventuality of World Development

New, third stage of a general crisis of capitalism; its more important features. State-monopolistic capitalism on the contemporary stage. Aggravation of the opposition of capitalism. Growth of the world emancipation movement.

International Revolutionary Movement of the Working Class

The working class—the principal motive power of the revolutionary transformation of society.

Capitalist monopoly—the foremost enemy of the working class, of

all workers. The struggle for democracy in capitalist countries—a component part in the struggle for socialism.

Important condition for carrying out the all-world historic mission of the working class—overcoming the split in its ranks. Necessity for the struggle for purity of Marxism-Leninism; against revisionism, dogmatism, and sectarianism. World Communist movement—the most influential political force of our times.

Peaceful Coexistence and Struggle for Universal Peace

Peaceful coexistence of socialist and capitalist states—objective necessity for the development of human society.

Aggressive foreign policy of the ruling circles of the U.S.A. and other imperialist countries. Anti-communism—the principal ideological-political weapon of imperialism. Monopolistic bourgeois U.S.A.—the principal stronghold of international reaction. Intensification of antagonisms between imperialist powers.

Struggle for peace, for the peaceful coexistence of states with different socialist construction—the basis for peaceful competition; general line of the foreign policy of the U.S.S.R. and other socialist countries. Peaceful coexistence—specific form of class struggle between socialism and capitalism.

Beginning of the real possibility of preventing, and subsequently eliminating, world war from the life of society.

The camp of socialism—stronghold of peace and safety of nations. Defense of peace—a more important general democratic task. The working class guided by the Communist parties—the most consistent defender of peace.

Conclusion

2 (2) hours

Historic destruction of capitalism and the inevitable victory of communism all over the world.

Communism—the bright future of all mankind.

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