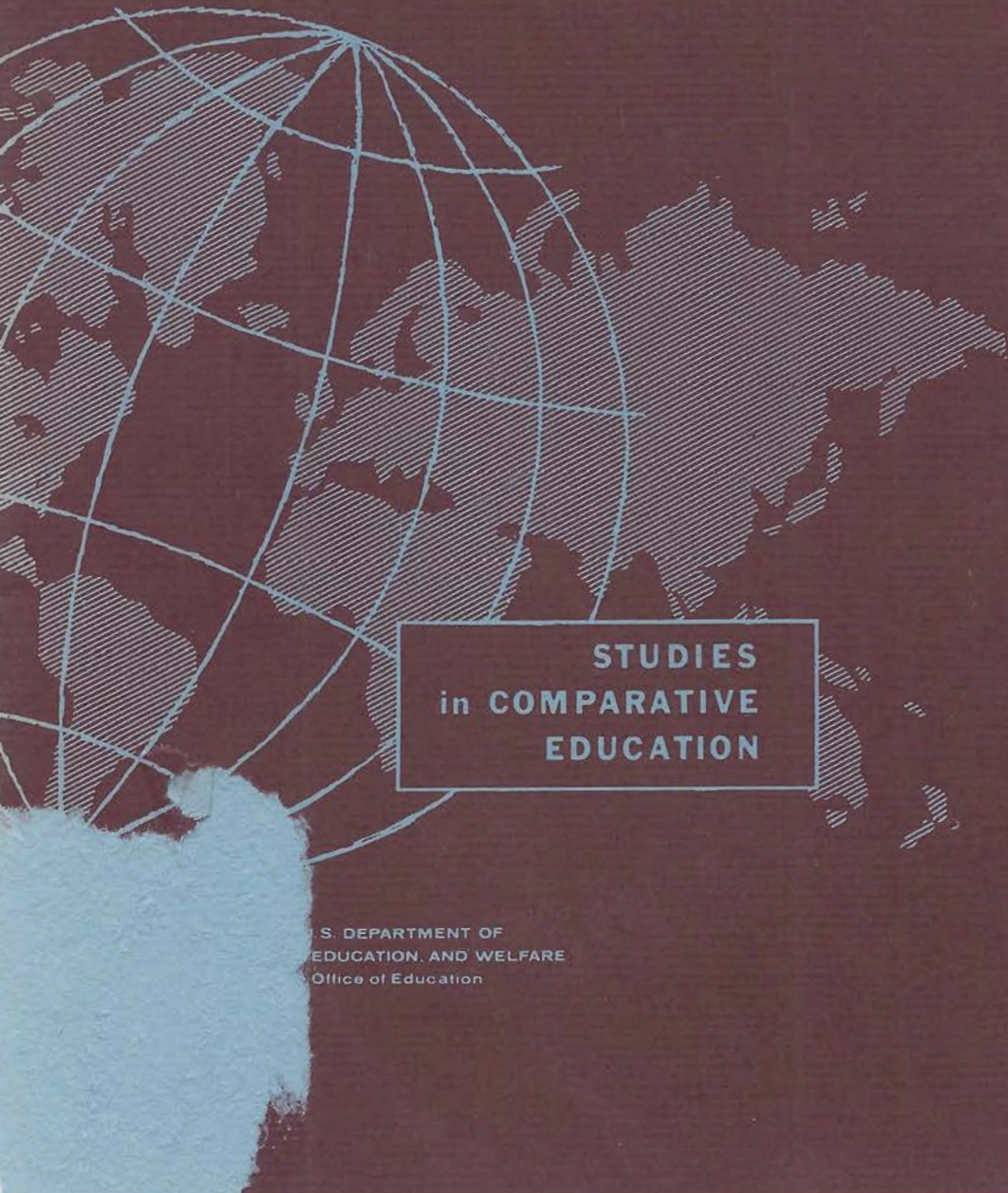


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Soviet Teaching and Research in Economics



STUDIES
in COMPARATIVE
EDUCATION

U.S. DEPARTMENT OF
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Office of Education

HIGHLIGHTS

- ◆ Russian economists have to operate within the framework of Communism, with little flexibility or deviation permitted.
- ◆ Employment opportunities are open to Russian economists in education, Government, and industry, and they often hold multiple jobs.
- ◆ From the standpoint of salary and prestige, they rank with their American counterparts.
- ◆ As a general rule, the best Russian students are not attracted into economics.
- ◆ The importance of economists in overall economic planning has increased in recent years.
- ◆ The overall training of Russian economists is inferior to that of American economists, particularly because it spends much time on political indoctrination courses.

Soviet Teaching and Research in Economics

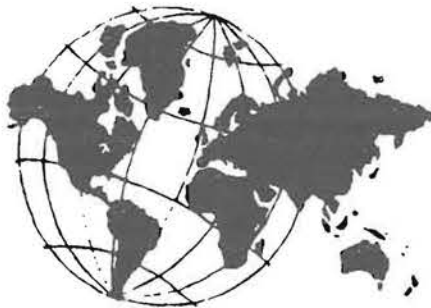
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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

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Introduction ¹

SOVIET RUSSIAN ECONOMISTS, like those elsewhere, engage in research, teaching, and consulting, and also work directly for various governmental enterprises. Their research activity is scattered among a large number of scientific institutes and research departments maintained by universities, national governmental bodies (Council of Ministers, individual ministries, and *Gosplan*²), regional governmental bodies, and the Communist Party.

Economic researchers in the Soviet Union investigate a large number of applied research problems. Scarcely any economic subject is too small to attract their attention. Moreover, many different economists and agencies investigate different phases of large problems. For example, more than 100 scientific research departments are working on various phases of the problem of raising labor productivity. A Council of Economic Institutes was set up under *Gosplan's* Scientific Research Economic Institute at the end of 1958 to supervise and coordinate the research activities of the many agencies.

Many Soviet economists hold two or more positions. They may teach part time at a university, at one of the institutes operated by the Ministry of Higher and Specialized Secondary Education, or at institutes of other ministries which train accountants, financial workers, and planners. In addition to teaching, economists may be engaged in the research work of their own university or institute or that of another organization (such as an institute of the Academy of Sciences or the Scientific Research Economic Institute of *Gosplan*). They may also serve as consultants to one of the economic ministries, committees, or enterprises of the Central Government or regional governments. The work of economists in some of the Russian universities and research organizations and for the Regional Economic Councils will be described in the following sections.

The Economics Faculty at Moscow State University

The primary purpose of the economics faculty is to turn out teachers of political economy for the intermediate specialized institutes and

¹ The material for this study came from personal interviews and correspondence with U.S. experts on Soviet affairs; an interview with a Russian economist; and British, Soviet, and U.S. publications.

² State Planning Committee under the Council of Ministers. Its institute is known as The Scientific Research Economic Institute of *Gosplan*. For details, see p. 9.

for the course in political economy which is compulsory for all students, regardless of their fields of specialization, in the universities and institutes. The political economy course is more of a political indoctrination course than one in basic economics.

The Kafedri

All members of the economics faculty at Moscow State University belong to one or another of the seven semi-independent *kafedri* ("chairs") into which this faculty is divided. These *kafedri* are the following:

Accounting and Analysis of the Economic Activity of Socialist Enterprises
Economics and Planning of Industry
Economics of Agriculture
Economy of Foreign Countries
History of the National Economy and of Economic Thought
Political Economy
Statistics³

Outside the economics faculty are three *kafedri* of political economy: one in the social science faculty, one in the physical science faculty, and one in the Institute for Improving the Qualifications of Social Science Teachers. These *kafedri* are responsible for teaching political science, a required subject for all Moscow State University students regardless of their specialties, as it is for all students in all other Soviet universities.⁴

Size of Economics Faculty

About 60 members make up the economics faculty at Moscow State University. They are divided into three categories: professors, *docents* (assistant professors), and instructors. About 40 percent are professors and most of the rest are *docents*.⁵ Most of the faculty hold the *kandidat* degree, and several have achieved the doctorate.⁶ However, it should be remembered that many of the best trained economists are concentrated in Moscow and Leningrad, cities which have always attracted the educated elite.

³ Richard Judy. *Economics at Moscow State University*. Cambridge, Mass.: Russian Research Center, Harvard University, 1960. p. 1-29.

⁴ *Ibid.*, p. 7.

⁵ *Ibid.*, p. 8.

⁶ The *kandidat* degree is an advanced degree, but is not the equivalent of our Ph. D. A description of the *kandidat* degree appears on p. 375 of the National Science Foundation publication, *Education and Professional Employment in the U.S.S.R.* Washington: U.S. Government Printing Office, 1961.

Party Membership

To those who would achieve success in economics at the university, membership and devotion to the Communist Party seem to be of considerable assistance. K. V. Ostrovityanov, academician, professor and "perhaps the most illustrious member of the *kafedra* of Political Economy,"⁷ has been a member of the party since 1914; and Prof. M. M. Sokolov, head of the *kafedra* of the Economics of Agriculture, since 1917.⁸

Working Hours and Teaching Loads

During a 6-day week, Soviet university teachers are required to devote a minimum of 36 working hours to their jobs. Up to one-half (or 18, the maximum) of these hours are to be devoted to teaching. Not limited to classroom instruction, "teaching" also includes individual instruction, seminars, and other personal contacts with students. The difference between a given teaching load and the minimum number of working hours, or 36, must be spent on preparing lectures, grading papers, and doing research.⁹

A common practice among Soviet university teachers, including those on the Moscow State University economics faculty, is multiple-job holding. Some of the latter apparently teach also at various research or finance institutes in Moscow, while others have jobs with *Gosbank* (the State Bank of the U.S.S.R.), *Gosplan*, or other governmental agencies. The practice as a whole among Soviet university teachers is so prevalent that it has elicited much criticism in the Soviet press.

Research

With volume of research considered the main indicator of success for a member of the economics faculty at Moscow State University, this faculty apparently exercises considerable pressure on its members to do research. Such pressure, moreover, appears to be part of an overall university plan for scholarly research: faculty, *kafedra*, and individual levels all specify their own plans. Each *kafedra* is expected

⁷ Richard Judy. Op. cit., p. 9.

⁸ Ibid.

⁹ Nicholas DeWitt. *Education and Professional Employment in the U.S.S.R.* NSF 61-40). National Science Foundation. Washington: U.S. Government Printing Office, 1961. p. 368-69.

to contribute research on a particular subject or on several subjects. For example, the *kafedra* of the Economy of Foreign Countries might work on the subject of imperialism.

It is possible to get an idea of the type of current research by examining the research topics assigned to the Faculty of Economics in the Seven-Year Plan (1959-65):

1. One research topic, "Laws of Development in Socialist Society," is concerned with such things as differential rent under socialism and the theory of commodity production.
2. A second topic is called "Criticism of Contemporary Bourgeois Political Economy and the Struggle With Revisionism of Economic Theory in the Contemporary Period."
3. The *kafedra* of the Economics and Planning of Industry will study the problem of "New Technology and Its Use in Basic Branches of Soviet Industry."
4. The *kafedra* of the Economics of Agriculture has as its topic "The Further Strengthening and Development of *Kolkhoz* [collective farm] Production."¹⁰ The research will stress such problems as factors governing the increase of labor productivity in agriculture and methods of measuring costs in *kolkhoz* production.

The Seven-Year Plan calls for 12 economics textbooks to be produced bearing titles as follows:

Aids to the Study of Marx's "Capital"

The Economics of Agriculture

The Economics of the European Peoples Democracies, the Chinese Peoples Democracy, India, France, England, and the United States

Essays on Economic Analysis in Leading Enterprises

The History of Economic Doctrine

The History of the National Economy of the USSR

Lectures on Khozraschet [Cost Accounting]

Lectures on Questions of Accounting and Analysis of Economic Activity

Questions on the Analysis of Economic Activity

Questions on the Method of Teaching Political Economy in Economic Institutes and University Economics Faculties

A Textbook of Political Economy for Economics Institutes and University Economics Faculties

*The Theory of Accounting.*¹¹

Some of the leading members of the economics faculty, their specialties, and other biographical facts concerning them are the following:

- Z. V. Atlas**..... A specialist in finance and perhaps the most outstanding woman economist in the Soviet Union. Affiliated with the university since the late 1920's; is a member of the department of political economy. Author of a textbook called *Monetary Circulation and Credit in the U.S.S.R.* Also teaches at the Moscow Financial Institute,

¹⁰ Richard Judy. Op. cit., p. 21, 22.

¹¹ Ibid., p. 22, 23.

- operated by the Ministry of Higher and Specialized Secondary Education. Listed as "professor" in both institutions.
- A. V. Bachurin**----- Also a specialist in finance, author of a textbook called *Finance and Credit in the U.S.S.R.*, and Director of the Scientific Research Institute of Finance of the Ministry of Finance.
- A. Ya. Boyarskiy**----- A specialist in statistics and mathematical economics. Member of the Scientific Methodological Council of the Central Statistical Administration, and considered the most competent of the faculty's mathematically trained economists. Has published a book called *Mathematics for Economists*.
- K. V. Ostrovityanov**----- An academician, one of the ranking economists in the Soviet Union. Specialty is political economy. A former editor of the journal, *Voprosy Ekonomiki* (Problems of Economics), and also a member of the Central Committee of the Communist Party. Vice president of the Academy of Sciences of the U.S.S.R.
- A. I. Pashkov**----- A corresponding member of the Academy of Sciences. Also affiliated with the Institute of Economics of the Academy of Sciences. Has published many works in political economy, including a recent one entitled *The Law of the Favored Growth of the Production of the Means of Production*.

The Economics Faculty at Leningrad State University

The economics faculty at Leningrad State University seems to be less circumscribed by Party dogma than its counterpart at Moscow State University. It is the center of mathematical economics in the U.S.S.R., and is the major training ground for mathematical economists who will supply the needs of the growing number of institutes that are beginning to employ mathematical methods in economic analysis. The faculty has a computer center, which facilitates the use of mathematics in regional planning and in the study of capital investments.

A description of the work of the economics faculty at Leningrad State University appears in a Soviet handbook on higher educational institutions located in Leningrad (*VUZy Leningrada, Spravochnik dlia postupaivuschchikh v 1963 godu*):

The faculty directs the training of personnel for scientific-research and education work, and also of highly qualified, broadly trained economists. Training of students takes place in the following specialties: political econ-

omy, mathematical-economic accounting, statistics, and planning of national economy with application of mathematical methods.

Students in the division of political economy receive deep theoretical training in the most important economic disciplines.

The division of mathematical economic accounting directs great and important work in training economists of a new type especially needed by our national economy.

Students study a number of economic sciences and at the same time receive serious mathematical training of general and specialized types (mathematical analysis, analytical geometry, linear algebra, linear programming, etc.).

The statistical division (evening) prepares highly qualified economist-statisticians.

The division of planning of national economy (evening) with application of mathematical methods basically trains specialists of the same type as the day division of economic-mathematical accounting, but with greater emphasis in the area of planning of national economy.

A few of the faculty members and their specialities are the following:

I. V. Aleshin	History of economic doctrines.
L. S. Blaykhman	Branches of the economy.
P. C. Gorchakov	Economic history of foreign countries.
L. V. Kantorovich ¹²	Mathematical economics.
A. A. Korbut	Do.
V. V. Novoshilov	Do.
V. A. Zalgaller	Do.

The Institute of Economics of the Academy of Sciences, U.S.S.R.

The leading economic research organization in the Soviet Union, the Institute of Economics, has more ranking Soviet economists than any other research organization or university. Numbered among its economists are—

V. P. D'yachenko	Corresponding Member of the Academy of Sciences and a specialist in banking and finance.
T. S. Khachaturov	Corresponding Member and a specialist in transportation and investment.
V. S. Nemchinov	Academician and specialist in labor economics and statistics.
K. V. Ostrovityanov	Academician and specialist in political economy; chief editor of <i>Vestnik Akademicheskikh Nauk SSSR</i> (Herald of the Academy of Sciences, U.S.S.R.).
A. I. Pashkov	Corresponding Member, political economist, and sociologist.

¹² Considered by some as the most capable mathematical economist in the Soviet Union, Kantorovich has become a Corresponding Member of the Academy of Science.

- K. N. Plotnikov**..... Corresponding Member and director of the Institute.
- S. G. Strumilin**..... Academician and one of the best known economists in the Soviet Union.

The work of the Institute is divided into seven sections:

Agriculture Economics
 Economic Policy
 Economic Statistics
 Economics of the Distribution of Productive Forces
 Economics of the Peoples Democracies
 History of Economics and Economic Doctrines
 Industrial Relations.

The Institute publishes the leading Soviet theoretical economic journal, *Voprosy Ekonomiki* (Problems of Economics), and for the most part has confined its research to the theoretical aspects of major economic problems.

The Institute of Economics, like other economic and financial institutes in the U.S.S.R., also trains students who wish to become professional economists. Students who wish to prepare for careers in government or industry normally will go to the institutes; those who wish to prepare for teaching careers, to the universities, including the two mentioned above. The best economics students seem to go to the institutes.

The Institute works independently, but also cooperatively with other research institutes and planning agencies. Concerned recently with solving the problems of long-range development of the Soviet economy, it has completed a number of economic works on these problems. Three of the problem areas were the following:

1. *The international socialist division of labor.* (A publication bearing the same title and produced jointly with another economics research institute pertained to the basic principles of the international socialist division of labor and the feasible rates of development for the economics of the satellite nations.)
2. *The economic effectiveness of capital investment in the long-range development of the national economy.* (Research started jointly with other institutes undertook to compute the dynamics of capital expenditures for different branches of the national economy and for key industries.)
3. *The technical potentials for the growth of labor productivity.* (Completed research established productivity norms in industry for an extended period.)¹³

Separate research on such subjects as an economic history of the Soviet Union and a history of Russian economic thought has resulted in the following four volumes: *The Building of a Socialist Economy*

¹³ K. Plotnikov and N. Kiselzky. "What Soviet Economists Are Working On: A Survey," *Voprosy Ekonomiki*, No. 5, May 1961. p. 137-142. (English translation is in *The Current Digest of the Soviet Press*, XIII: 34: 14-17, Sept. 20, 1961.)

in the U.S.S.R.—1926–32, The Soviet National Economy in 1921–25, V. I. Lenin: Organizer of the Socialist Economy, and V. I. Lenin's Economic Works of the 1890's.

It is interesting to note that Institute economists met with French economists in a joint colloquium on the subject of economic growth held in Moscow during 1960; and that during the same year Institute economists attended professional meetings held in Geneva, Rome, and Tokyo.

The Institute has also done research on a wide variety of other subjects. A few of them are as follows:

1. The Law of Value, Cost Accounting, and the Reduction of Production Costs in the Industry of the U.S.S.R.
2. Methodology for Calculating and Comparing the Basic Economic Indices of the National Economies of the U.S.S.R. and the Capitalist Countries
3. Objective Laws Governing the Evolution of Socialism into Communism ¹⁴
4. Problems in the Utilization of the Law of Value in Collective Farm Production
5. The Socialist Transformation of Agriculture in the People's Democracies of Europe.

The Institute of World Economics and International Relations of the Academy of Sciences

Concerned with economic research on capitalistic economies, the Institute of World Economics and International Relations of the Academy of Sciences is divided into six geographic and six functional sections. The latter are the following:

Agrarian Problems in Contemporary Capitalism
Current Conditions in Capitalistic Countries
General Problems of Imperialism
National Colonial Problems
Problems of American Imperialism
Workers' Movements in Capitalistic Countries.

Research at the Institute has been largely ideological. More constructive research, however, appears to be in prospect in response to the need for practical results.¹⁵ In addition to doing research, the Institute also trains economists who wish to prepare themselves for careers in ministries that pertain to foreign affairs and in the diplomatic service.

A few of the leading economists at the Institute, their specialties, and other biographical facts concerning them are the following:

V. A. Aboltin..... Deputy Director of the Institute and author of an article, "Economic Aspects of Peaceful

¹⁴ Ibid., p. 14–16.

¹⁵ Ibid., p. 11–13.

- Coexistence of Two Systems," published in the American Economic Review.
- A. A. Arzumanyan**----- Director of the Institute and a Corresponding Member of the Academy of Sciences. Specialist in international relations and problems of the working class in capitalistic countries. Leader of the delegation of Soviet economists to the United States in 1959.
- L. Mendel'son**----- Chief of the section on the general problems of imperialism and specialist in economic cycles. Author of more than 60 books.
- M. I. Rubenshtein**----- Chief of the U.S. section and specialist in economic planning, internal trade, and international trade.
- Ye. S. Varga**----- Academician of the Academy of Sciences, and one of the best known economists in the Soviet Union. Senior Soviet expert on the "Economics of Capitalism."

The Scientific Research Economic Institute of Gosplan

Planning and coordinating research, the Scientific Research and Economic Institute of *Gosplan* develops methods of determining norms for labor and materials; promotes interbranch and interregional economic relationships; and deals with problems of constructing national economic balances and of planning in the Soviet-bloc countries, and problems of competition between bloc and nonbloc countries. It is also responsible for the dissemination of propaganda on the progress of the Soviet economy.

Gosplan is divided into four departments for research: Agriculture, Distribution of Productive Forces, Industry, and Methodology and General Planning. Its leading economists are the following:

- A. M. Alekseyev**----- Head of the section on foreign competition.
- Ya. A. Ioffe**----- Specialist in comparative economic systems.
- M. N. Muromtsev**----- Director of the section dealing with foreign economics and foreign economic literature.
- A. I. Petrov**----- Specialist in the measurement of industrial production.
- K. I. Yeremeyev**----- Labor economist.

Other Employment Alternatives

Economists are employed by the *sovmarkhozy* (major regional production councils of national economy) in the planning and finance

departments. The planning department of a *sovmarkhoz* establishes norms for plan fulfillment by each enterprise according to gross product, labor productivity, and production costs. The finance department works on budgets, estimates, and the accounts of industrial plants in the region.

Other employment opportunities for economists are with *Gosplan*, *Gosbank* and its branches, the planning and finance divisions of industrial plants, various Government ministries, the foreign service, and numerous minor agencies.

The following questions and answers (an interview which a Soviet economist in the United States gave to the authors of the present publication) deal with certain aspects of the training and use of economists in the Soviet Union:

Who determines the supply of economists?

The supply of economists is determined by the needs of all organizations employing economists—universities, institutes, governmental agencies, and industrial plants. These organizations look at their needs over the planning period and send their requirements to a planning agency within *Gosplan*, which has the responsibility for coordinating the supply of economists with the demand for economists. This planning agency relays the information to the Ministry of Higher and Specialized Secondary Education. The Ministry then tells the universities and institutes throughout the Soviet Union how many economists should be produced.

If I were a Russian and wanted to become an economist, could I select economics as my specialty?

Yes; provided that you could pass the entrance examination. [The speaker was emphatic on one point. The Russian Government does not force people into science, engineering, or other disciplines against their will. If a person wants to be an economist, he can become one if he can survive the competition on the entrance examinations.]

Suppose 50,000 Russians want to become economists and Gosplan decides it needs only 20,000. What happens?

The top 20,000 on the entrance examinations will be accepted into the universities and institutes to be trained as economists. The remaining 30,000 can go to work in industry and reapply later, or apply for a related socioeconomic specialty.

What type of economics training did you have?

When I was discharged from the Russian army in 1945, I attended the university with the purpose of majoring in physics. I did not care for physics, so after the second year I transferred to a financial institute. I specialized there in international trade and international finance.

Are economists highly regarded in the Soviet Union? How do they rank salarywise relative to other occupational groups?

The economists attached to the research institutes, *Gosplan*, *Gosbank*, the planning agencies, and the universities are highly regarded; economists in industry are not highly regarded. Salarywise, the typical economist should be among the upper 20 percent of the Nation's income earners. Economists who are academicians are among the upper 5 percent.¹⁶

¹⁶ In 1958 only seven economists were academicians. For their names and specialties, see p. 6-7.

With the foregoing questions and answers as an introduction, the economics and economics-engineering curricula will be examined. But first it is necessary to describe the types of higher educational establishments in the Soviet Union and then to differentiate economics on the basis of types of specialization.

Types of Higher Educational Institutions in the Soviet Union

Soviet higher educational institutions are classified as universities or institutes.¹⁷ There is a sharp difference between a university and an institute. The former offers somewhat broader training than the latter in a variety of fields, namely the natural sciences, the social sciences, and humanities; the latter provides narrower specialization than the former in one area or in closely related areas of professional training, such as a branch of agriculture, engineering, or medicine.

It would be a serious mistake, however, to think that the Russian institute is the equivalent of an American secondary vocational training school. The word "institute" in Russian is associated with higher education and graduate work. The Russian institute is the equivalent of our specialized agricultural, business, and engineering schools. Perhaps Moscow State University would be more like The Ohio State University, for example; and Leningrad Polytechnic Institute more like Carnegie Institute of Technology. Soviet institutes offer work definitely of university caliber. Even though the economics curriculum appears to be the same for both universities and institutes, instruction at the latter seems to be superior. The latter also offer more specialized electives. It should be remembered that the institutes offer an applied economics program, while the universities orient their economics program toward teaching.

It would also be a serious mistake to suppose that the Soviet institutes do not turn out any competent personnel. They have produced 88 percent of the higher education graduates in the Soviet Union over the last three decades.¹⁸

Economics in the Soviet Universities

A Soviet student who wishes to major in economics can specialize in political economy or in some field of applied economics—labor economics, merchandising, engineering, economics, and others. If

¹⁷ In 1959 there were 40 universities and 656 day institutes.

¹⁸ Nicholas DeWitt. *Op. cit.*, p. 216.

he chooses the political economy specialty, he is likely to go into teaching. His training will permit him to teach economics at any secondary educational institution in the Soviet Union. Upon graduation, he will receive the occupational title of economist. It is interesting to note that in the official listing and grouping of higher education specialties, political economy is considered a "university specialty" rather than an "economic specialty." Much of the political economy curriculum is consumed in political propaganda courses.

Three universities offer degrees in political economy: Kiev, Leningrad, and Moscow State. The university program in economics generally requires 5 years of training, although there is a 6-year, part-time program with a maximum weekly load of 14 hours of instruction.¹⁹ Either program can be taken in the university's regular (day) or evening sessions or through its extension-correspondence division.

Some universities offer applied economics, a course which offers specialties in economics, industrial engineering, industrial management, and marketing. Students who select specialties in these areas plan to work for the Government or for industry. There are five specialty branch fields in the Russian universities and institutes: agricultural, educational-cultural, engineering, health-medical, and socioeconomic. Economics, depending on the type, could be classified under educational-cultural, engineering, or socioeconomic. A rough nomenclature for the graduates would be engineer-economist (engineering), economist in any other applied field (socioeconomic), and political economist (educational-cultural).

The eight universities offering work in the applied fields of economics and their specialties are the following:

<i>University and Location</i>	<i>Specialties</i> ²⁰
Azerbaidzhan State University (Baku).	Accounting. Economics of the national economy. Finance and credit. Merchandising of industrial goods.
Erevan State University (Erevan).	Accounting. Economics of the national economy. Finance and credit.
Kazakh State University (Alma Alta).	Accounting. Economics of the national economy. Finance and credit.
Kishinev State University (Kishinev).	Economics of the national economy. Finance and credit.
Latvian State University (Riga).	Economics of the national economy. Finance and credit.

¹⁹ Ibid., p. 721.

²⁰ A specialty is the student's major area of concentration; for example, accounting, labor economics, and finance and credit.

Tartu State University (Tartu) ----	Accounting. Economics and trade. Finance and credit.
Tbilisi State University (Tbilisi) ---	Accounting. Economics of the national economy. Finance and credit.
Vilnius State University (Vilnius) --	Accounting. Economics of the national economy. Finance and credit. ²¹

Economics in Specialized Institutes

If a student wanted to go into applied economics, management, or engineering-economics, he would probably attend an institute, although, as we have seen, some universities offer programs in these areas. Scattered around Soviet Russia there are 22 institutes: 5 economics, 8 finance-economics, 6 trade-economics, and 3 engineering-economics.²²

A typical institute has two or three divisions and four or five specialties. A division, comparable to a department in an American university, has a number of subdepartments in which a student may choose his particular specialty. An analogy with an American university would be a university having a department of business with subdepartments of marketing and finance and offering a major in international marketing or banking.

Taken all together, the 22 Soviet institutes have 21 different types of divisions:

- Accounting and economics
- Agricultural economics
- Automobile and air transportation
- Chemical industry
- Chemical and metallurgical industry
- Credit management and economics
- Economics and statistics
- Finance
- Finance and credit
- Finance and economics
- General economics
- Grain storage and grain-processing industry economics
- Industrial (mining-manufacturing) economics
- Material-technical supply
- Material-technical supply, economics, and planning
- Mechanized accounting

²¹ Nicholas DeWitt. *Op. cit.*, p. 721.

²² *Ibid.*, p. 699-700.

Merchandising
 Planning and economics
 Planning of national economy

 Trade and accounting
 Trade and distribution economics.²³

The 21 divisions of the institutes offer a total of 39 specialties. All students have to acquire a specialty. No university or institute offers nonspecialized courses of instruction, such as a liberal arts program. The Russian student chooses his specialty when he enters college. He is trained to perform a given occupational job, and when he graduates he is given the occupational title of his specialty. The objective of Soviet higher education is to train each person to perform a specific task. Table 1 shows a number of the economics specialties, together with the number of years of study and the occupational titles.²⁴

If a student wished to select the specialty of Finance and Credit (domestic banking, monetary and fiscal operations), he could pursue it at any of the following universities or institutes:

State Universities: Azerbaidzhan, Erevan, Kazakh, Kishinev, Latvian, Tartu, Tbilisi, and Vilnius.

Economics Institutes: Belorussian State Institute of National Economy, Moscow State Economics Institute, and Serativ Economics Institute.

Finance-Economics Institutes: Moscow Finance Institute, Odessa Credit-Economics Institute, and the Finance-Economics Institutes of Irkutsk, Kazan, Kiev, Leningrad, Rostov-on-Don, and Tashkent.

*Trade-Economics Institute at L'vov.*²⁵

The Higher Education Curriculum

All Soviet programs in higher education must be approved by the Ministry of Higher and Specialized Secondary Education. Although different divisions and departments within the institutions of higher learning may prepare individual programs, Ministry approval is required. Individual departments may propose courses, but again approval must be obtained from the Ministry, which also controls the study plans for every specialty offered by the universities and institutes.

When the student graduates, he receives a diploma stating the specialty in which he was trained and the occupational title he has earned. He is supposed to work at the occupation for which he was trained and in the geographic area in which he is needed. However,

²³ Ibid., p. 680.

²⁴ Ibid., p. 669-71.

²⁵ Ibid., p. 669-72, 699-701.

Table 1.—Number of years of study and subsequent occupational titles for economists with selected specialties: 1960

Specialty	Number of years of study ¹	Occupational title
Accounting.....	4½	Accountant-economist.
Economics and organization of—		
Agriculture.....	5	Agronomist-economist.
Air transportation.....	5½	Engineering economist.
Electric power industry.....	5½	Do.
Mining industry.....	5½	Mining engineer-economist.
Economics and planning and material technical supply.	4½	Economist.
Economics of—		
Foreign trade.....	4½	Do.
Industry.....	4½	Do.
Finance and credit.....	5	Do.
Mechanization of accounting and calculation.	5-5½	Engineering economist.
Merchandising of—		
Food products.....	5	Merchandising specialist.
Industrial goods.....	5	Do.
Planning of the national economy...	4½	Economist.
Statistics.....	4½	Do.

¹ A recent announcement by the Soviet Minister of Higher Education, V. Elyutin (*Pravda*, June 20, 1964), indicates that the number of years of study in higher education will be generally reduced beginning with the 1964-65 school year. It appears that the number for each of the specialties in this table may be reduced by about 6 months.

SOURCE OF DATA: Nicholas DeWitt. *Education and Professional Employment in the U.S.S.R.* (NSF 61-40). National Science Foundation. Washington: U.S. Government Printing Office, 1961. p. 669-71.

it does not always work out that way. The demand for college-trained personnel, particularly in the scientific fields, is so great that a student can to some extent be selective as to job and location.

Besides his specialty, a student has two kinds of electives. One, called optional electives,²⁶ falls outside his specialty. For example, he may elect a second foreign language. The other, called specialty electives,²⁷ falls within his specialty field.

The first 2 years of university training are usually devoted to general subjects (mathematics, political economy), and the remaining years to the major field, with the specialization courses coming in the last two. (University programs are usually for 5½ to 6 years; institute programs for 4½ to 5 years.)

²⁶ A student may elect 15 such optional courses, depending upon his specialty.

²⁷ Again, a student may elect up to 10 such courses, depending upon his specialty.

Graduate Work

Soviet universities and institutes offer two advanced degrees, *kandidat* and *doktor*, conferred on the basis of research performance or in recognition of actual teaching. To qualify for graduate work, a student must pass a competitive examination in three fields—his speciality, a foreign language, and the history of the Communist Party. The foreign-language examination takes the form of a written translation of one of three languages—English, French, or German—and the other two are oral. If the student passes the examinations, he becomes an *aspirantura* trainee. To qualify for the *kandidat* degree, he must complete the *aspirantura* program, pass the *kandidat* examination, write a thesis, and publicly defend it.²⁸ The *kandidat* degree is also awarded to faculty members and researchers who have not taken the *aspirantura* training but have demonstrated merit in teaching or research.

The *doktor* degree is awarded on the basis of a public presentation and defense of a dissertation or on the basis of merit in teaching or research. The *kandidat* degree is not necessarily a prerequisite for the *doktor* degree; on the contrary, the latter is usually awarded after prolonged tenure in a teaching or research position.²⁹

Also research institutes, even though they are not higher education institutions, offer work on the graduate level and award the *kandidat* and *doktor* degrees. In fact, these institutes account for one-third of all of the advanced degrees conferred in the Soviet Union.³⁰

In 1959 there were approximately 2,100 *aspirantura* students in the field of economics; approximately 4,800 *kandidat*-degree holders in economics; and approximately 300 *doktor*-degree holders in economics.³¹ Around 4 percent of all advanced research and academic personnel have been trained in economics.

The Political Economy Curriculum

Table 2 presents the 5-year political economy curriculum of Soviet universities and institutes. The specialty number (2010) means that in the official Soviet classification it is specialty No. 10 in specialty group No. 20, "Specialties in Universities." The higher education series has a total of 303 specialties in 22 specialty groups.

²⁸ A complete description of the *aspirantura* training program is found on p. 381-83 of DeWitt.

²⁹ A complete description of the doctoral program is found on p. 384-86 of DeWitt.

³⁰ In 1962, total *aspirantura* students numbered 61,809, of whom 25,475 were in research institutes; a total of 8,515 *aspiranti* graduated, 3,794 of them from research institutes.

³¹ In 1962, there were 4,627 *aspirantura* students in economics, or 7.5 percent of the total number (61,809) of *aspiranti*.

When he graduates, the student receives the occupational title "economist-teacher of political economy."

Table 2.—Number of hours and terms in subjects of the 5-year, full-time political economy curriculum (speciality 2010)¹, by subject: 1959

[---- indicates no hours]

Subject	Total	Number of instruction hours			Number of terms
		Lecture	Laboratory	Seminar ²	
Total -----	3,924	1,728	70	2,126	-----
Accounting and cost analysis----	170	90	-----	80	2
Accounting machines-----	70	-----	70	-----	2-3
Agricultural enterprises (organization and planning of)-----	36	24	-----	12	7
Agriculture and animal breeding (foundations of)-----	70	50	-----	20	3
Communist Party history and Marxism-Leninism foundations-----	224	120	-----	104	5-7
Dialectical and historical materialism-----	140	70	-----	70	2-4
Economic doctrines (history of)-----	140	100	-----	40	4-7
Economic geography (development of resources)-----	70	70	-----	-----	1
Economics of—					
Socialist agriculture-----	70	40	-----	30	5-6
Socialist industry-----	90	60	-----	30	5-6
Labor-----	36	18	-----	18	7
Soviet trade-----	36	36	-----	-----	5
Finance and credit in U.S.S.R.---	80	60	-----	20	5
Foreign language-----	470	-----	-----	470	1-6
Industrial enterprises (organization and planning of)-----	50	30	-----	20	9
Law (agricultural, civil, labor)---	50	50	-----	-----	9
Mathematics:					
Higher-----	200	100	-----	100	1-2
Of economic calculations and planning-----	70	30	-----	40	8-9
Methodology of teaching political economy-----	180	-----	-----	180	8-9
National economics (history of)---	120	120	-----	-----	1-2
National economy (planning of)---	120	80	-----	40	6-8
Physical education-----	136	-----	-----	136	1-4

See footnotes at end of table.

Table 2.—Number of hours and terms in subjects of the 5-year, full-time political economy curriculum (specialty 2010)¹, by subject: 1959—Continued

Subject	Total	Number of instruction hours			Number of terms
		Lecture	Laboratory	Seminar ²	
Political economy.....	400	220	-----	180	1-5
Specialization electives.....	170	170	-----	-----	6-9
Special seminar on—					
Imperialism.....	72	-----	-----	72	6
Marx: "Capital".....	136	-----	-----	136	4-5
Socialism.....	140	-----	-----	140	7-8
Statistics:					
Economic.....	200	84	-----	116	3-5
Theoretical.....	90	36	-----	54	3
Technology of various industries.....	90	70	-----	20	1

¹ This full-time curriculum is for students with 2 years' employment experience. With the same length of employment experience, students may take instead another version of the same curriculum—part-time (14 hours per week) for 6 years, totaling 2,306 instruction hours.

² Or practice session.

SOURCE OF DATA: Nicholas DeWitt. *Education and Professional Employment in the U.S.S.R.* (NSF 61-40). National Science Foundation. Washington: U.S. Government Printing Office, 1961. p. 721.

Several facets of the curriculum are worthy of comment. One is the emphasis placed upon political and economic propaganda courses. Approximately 20 percent of the curriculum is devoted to political indoctrination courses. The course in political economy at all of the higher educational institutions in the Soviet Union requires 400 hours of classwork and extends over five terms (2½ years). Much of the classwork is concerned with such subjects as premonopoly capitalism, monopoly capitalism, imperialism, the transitional period from capitalism to socialism, and the socialist economic system.

A second feature is the number of hours devoted to the study of a foreign language—470, or more than 10 percent of the total number of hours. In addition to the required language, a second foreign language is a popular elective. German and English attract the largest numbers of students.

Finally, it is clear that the curriculum under discussion is a mixture of political science, economics, agricultural economics, animal husbandry, business administration, and industrial engineering. It must be added that this curriculum is apparently rather inflexible.

Regardless of whether the students intend to be teachers of political economy, planners in industry, or researchers in the scientific institutes, the universities offer them essentially the same political economy program. On the other hand, the economics institutes, which turn out most of the economists for industry and government, offer a more rigorous program with a more specialized set of objectives.

Table 3 lists the topics presented in a 140-hour university course on the history of economic doctrines. Although this course was given in 1957, there is little reason to suppose that such a course has changed greatly since that date.³²

The Engineering-Economics Curriculum

The Soviet engineering-economics curriculum is similar to the industrial management and industrial engineering curricula in American universities. Soviet engineer-economists are trained primarily in engineering institutes and their work after graduation is in the production phase of management. Apparently the engineer-economist is in great demand. His salary is higher than that of the average economist.

The 1959 curriculum for engineering economics, with a speciality in the economics and organization of the machine-building industry (see table 4), may be divided into groups of courses to show the number of hours for each group and the percentage which this number is of the total number of hours, as below (in descending order of hours):

Courses		Number of hours	Percent of total
Total		4, 380	100
<i>Science and engineering:</i> chemistry, drafting, engineering, mathematics, physics		1, 810	42
<i>Business administration:</i> accounting, automation in ma- chine building, labor law, production, statistics		1, 430	32
<i>Political indoctrination:</i> dialectical materialism, economic geography, history of the Communist Party		700	16
Foreign languages, physical education, special electives ..		440	10

Presumably, this engineering-economics curriculum would be adjusted to some extent for students with other fields of specialization.

³² R. L. Meek. "The Teaching of Economics in the U.S.S.R. and Poland." *Soviet Studies*, X: 4: 343, April 1959.

Table 3.—Number of lecture hours given to topics in the history of economic doctrines, by topic, in order of presentation: 1957

Total	Topic	Number of lecture hours
		140
	Introduction of Subject and Aims of the Course	2
	Economic Thought:	
	Slave Society	2
	Early and Developed Feudalism	4
	Late Feudalism. Rise of Mercantilism in Western Europe	2
	Rise of Mercantilism in Russia	2
	Decline of Mercantilism and Rise of Bourgeois Classical Political Economy in Britain (Petty) and in France (Boisguillebert)	2
	Economic Theory of the Physiocrats	4
	Adam Smith	6
	David Ricardo	6
	Petty-Bourgeois Political Economy (Sismondi, Proudhon)	2
	Rise of Anti-serfdom Ideas in Russia: A. N. Radischev	4
	Economic Ideas of the Decembrists	4
	Rise of Vulgar Political Economy	6
	Utopian Socialism in the West	2
	Economic Thought of A. I. Herzen and N. P. Ogarev	4
	Economic Thought of N. G. Chernyshevski	6
	Creation of Karl Marx and F. Engels of Proletarian Political Economy	18
	Beginning of the Diffusion of the Ideas of K. Marx and F. Engels in Russia	4
	Vulgar Bourgeois Political Economy at the End of the 19th and Beginning of the 20th Century	4
	Economic Theories of Revisionism	4
	Petty-Bourgeois Political Economy in Russia	2
	Economic Program of the "Emanicipation of Labour" Group . . . Struggle of G. V. Plekhanov With the Narodniks	2
	Further Development by V. I. Lenin of Marxist Political Economy	24
	Vulgar Bourgeois Political Economy in the Period of the General Crisis of Capitalism	6
	Economic Theories of the Right Socialists and Labourists in the Period of the General Crisis of Capitalism	2
	Development of Marxist-Leninist Economic Science after V. I. Lenin	16

SOURCE OF DATA: Ronald L. Meek. "The Teaching of Economics in the U.S.S.R. and Poland," *Soviet Studies*. Basil Blackwell: Oxford, April 1959. p. 349.

Table 4.—Number of hours and terms of the 5½-year, full-time engineering-economics curriculum,¹ with a speciality in the economics and organization of the machine-building industry, by subject: 1959

[---- indicates no hours]

Subject	Total	Number of instruction hours			Number of terms
		Lecture	Laboratory	Seminar ²	
Total -----	4,380	2,190	310	1,880	-----
Accounting and bookkeeping----	130	70	-----	60	9-10
Chemistry-----	90	60	30	-----	1-2
Communist Party (history of)----	220	120	-----	100	2-6
Descriptive geometry and drafting-----	160	40	-----	120	1-3
Economic geography of U.S.S.R.-----	90	70	-----	20	1-2
Engineering:					
Electrical-----	50	40	10	-----	6
Power-----	70	40	10	20	7
Financing and credit in Soviet industry-----	50	40	-----	10	10
Foreign language-----	250	-----	-----	250	1-6
Labor law-----	50	50	-----	-----	11
Machine building:					
Automation-----	90	60	-----	30	9-10
Economics-----	130	80	-----	50	8-9
Organization and planning-----	320	160	-----	160	8-11
Principles (advanced)-----	70	-----	-----	70	11
Technology-----	170	100	40	30	8-9
Machine building plants (electrical technology and equipment of)-----	130	70	60	-----	6-7
Machines and mechanisms (theory of)-----	130	80	-----	50	6-7
Materialism (historical and dialectical)-----	90	50	-----	40	7-8
Materials:					
Strength-----	130	80	-----	50	5-6
Technology-----	200	140	60	-----	5-7
Mathematical methods of planning and computers-----	130	50	-----	80	9-10
Mathematics (higher)-----	380	190	-----	190	1-5
Mechanics (theoretical)-----	110	60	-----	50	4-5
Metal cutting, machine tools, and instruments-----	160	90	40	30	7-8
Physical education-----	140	-----	-----	140	5-8

See footnotes at end of table

Table 4.—Number of hours and terms of the 5½-year, full-time engineering-economics curriculum,¹ with a speciality in the economics and organization of the machine-building industry, by subject: 1959—Continued

Subject	Total	Number of instruction hours			Number of terms
		Lecture	Laboratory	Seminar ²	
Physics.....	200	110	60	30	3-5
Political economy.....	300	180	-----	120	3-7
Special elective.....	50	-----	-----	50	2
Statistics:					
General.....	70	40	-----	30	8
Industrial.....	60	40	-----	20	8
Technical norm-setting.....	160	80	-----	80	9-11

¹ This full-time curriculum is for students without 2 years' employment experience. With 2 years' employment experience, students may take instead another version of the same curriculum—part-time during terms 1-4 for 4 years, 10 months, totaling 4,310 instruction hours (no requirement for full-time employment).

² Or practice session.

SOURCE OF DATA: Nicholas DeWitt. *Education and Professional Employment in the U.S.S.R.* (NSF 61-40). National Science Foundation. Washington: U.S. Government Printing Office, 1961. p. 734.

The Salaries and Status of Economists

A fairly accurate estimate of the earnings and prestige of Russian economists can be gained from tables 5 and 6. One can assume a positive correlation between earnings and prestige. This is true in our society, and it appears to be no less true in Soviet society.

The earnings of the Soviet economist would fall in the wage levels ranging from average to high. Although it is doubtful that more than a very few economists would appear in the highest wage level, it can be said that the majority will have above-average earnings. If the economist is a *docent* (assistant professor), his wage, excluding extras, will range from \$330 (U.S.) to \$550 per month. If he works for *Gosbank* or one of the many planning agencies, his salary will at least be average and perhaps above average; and if he is a professor of science, his salary will be rather high, ranging from \$660 to \$1,100 per month.

Tables 5 and 6 reveal similar patterns. The former indicates that economists would be likely to fall into the top four groups, with the above-average group having more economists than the other three groups combined. Although the latter table makes no direct reference to economists, it can be used to estimate their earnings and

Table 5.—Comparative level of wages, from minimum to extremely high, in selected occupations: Mid-1950's

<i>Comparative level</i>	<i>Occupation</i>
Minimum wage-----	Charwomen, janitors, collective farmers, laboratory aides.
Very low-----	Junior service personnel in education and medicine, junior laboratory technicians, auxiliary hospital personnel.
Below average-----	Preschool teachers, elementary teachers (grades 1-4), senior laboratory technicians, librarians, medical nurses assistant physicians, semiskilled workers in manufacturing industries.
Average-----	Secondary school teachers (grades 5-10), practicing physicians without administrative functions, agronomists and veterinarians, junior teaching personnel in higher education without advanced degrees, office employees in industrial enterprises.
Above average-----	Secondary school directors, senior librarians, editors and translators, junior research workers, chief physicians, directors of medical establishments, ordinary engineers, designers, economists, industrial technicians, skilled production workers, and the majority of ET SMP ¹ jobs without high administrative functions.
High-----	Professors and associate professors (including economists) in higher educational establishments, library directors, coal miners, production foremen, production engineers, senior engineers, high-skilled production workers, directors of research establishments.
Very high-----	Administrative and executive personnel of medium-sized industrial enterprises, directors, chief engineers, assistant directors of large metallurgical plants, some directors of polytechnical institutes.
Extremely high-----	Select professors (including economists) in higher education and research, academicians (including economists), executives and managers of large industrial enterprises, scientists, some directors of research institutes.

¹ Engineering-technical, supervisory, and managerial personnel.

SOURCE OF DATA: Nicholas DeWitt. *Education and Professional Employment in the U.S.S.R.* (NSF 61-40). National Science Foundation. Washington: U.S. Government Printing Office, 1961. p. 543.

occupational prestige. Since the Russian economist is most likely to work for a research institute, planning agency, or industrial enterprise, or to teach in a university or institute, we can say that as regards earnings he will fall into one of four classes—academician, professor, *docent*, or engineer.

The Soviet economist who gave the interview mentioned on page 10 pointed out that income differentials in the Soviet Union are modified

Table 6.—Range of monthly earnings in selected occupations: 1960[Amounts in U.S. dollars converted from Russian rubles ¹]

<i>Occupation</i>	<i>Range of monthly earnings</i>
Scientist (academician).....	\$880-\$1, 650
Minister (head of Government ministry or department).....	700- (2)
Professor (science).....	660- 1, 100
Opera star.....	550- 2, 200
Professor (medicine).....	440- 660
Plant manager.....	330- 1, 100
Docent (assistant professor).....	330- 550
Engineer.....	110- 330
Worker (skilled).....	110- 265
Physician (head).....	105- 180
Teacher (high school).....	94- 165
Physician (staff).....	94- 110
Technician.....	88- 220
Teacher (primary school).....	66- 99
Worker:	
Semiskilled.....	66- 99
Unskilled.....	30- 55

¹ In 1961 the exchange rate was revised, making 10 old rubles equal to 1 new ruble. Thus, 1 ruble equaled \$1.11.

² Amount not given in source.

SOURCE: "Purchasing Power of Workers in the U.S.S.R.," by Edmund Nash. *Monthly Labor Review*. U.S. Department of Labor, Bureau of Labor Statistics. April 1960. p. 362.

by the fact that social welfare programs, such as those for free medical care and housing subsidies, redound to the advantage of the low income groups and reduce the differentials in real income. He also stated that the Russian Government has made a conscious effort to reduce the differentials in money income between occupational groups.

An elite group in the Soviet Union is the Academy of Sciences which in 1958 had 172 elected academicians and 351 corresponding members. In 1958 only 7 economists were academicians; 13 were corresponding members. The seven economists-academicians and their specialties were the following:

I. I. Kusminov	Economic planning.
P. O. Maslov	Statistics.
V. S. Memchinov	Labor economics.
	Statistics.
K. V. Ostrovityanov	Political economy.
S. G. Strumilin	Economic history, labor economics.
I. A. Trakhtenberg	[Unknown.]
Ye. S. Varga	Economics of capitalism.

The 13 economist corresponding members in 1958 and their specialties were the following:

A. A. Arzumanyan.....	International relations, problems of the working class under capitalism.
V. N. Avdeyev.....	[Unknown.]
V. P. D'yachenko.....	Banking. Finance.
T. S. Khachaturov.....	Economics, investment, transportation.
L. A. Leont'yev.....	Statistics.
N. N. Nekrasov.....	[Unknown.]
A. I. Pashkov.....	Political economy.
M. V. Ptukha.....	Economic planning.
D. Ya Rozenberg.....	[Unknown.]
D. P. Shepilov.....	Economic history.
M. K. Smit-Falkner.....	[Unknown.]
V. N. Starovskiy.....	Statistics.

Since the revaluation of the ruble in 1961, an academician has received a monthly stipend of 350 rubles; a corresponding member, 175. In terms of our currency, the stipend is said to be worth \$385 per month to an academician and \$192 to a corresponding member. This amount is over and above their regular salaries. Thus, academicians and corresponding members selected by members of the Academy of Sciences every 5 years, are an elite group who receive a rather handsome reward for scholarship, quite apart from the prestige of their positions. Economists make up approximately 4 percent of the academicians and corresponding members.

As a group, Soviet Russian economists seem to rank at least as well in terms of income as their American counterparts. Also, one should remember that the Soviet academic economist has more opportunities for additional income from outside consulting and from supervision of graduate theses than the American economist. On the other hand, the Soviet economists in industry seem to earn less than American economists in industry. However, it is difficult to make precise comparisons on this point, because in Russian industry the term "economist" seem to be interpreted rather loosely in many cases.

Evaluation of Soviet Russian Economists and Their Work

It is difficult to evaluate Soviet economists and their work, but there does seem to be a shortage of competent, highly trained economists in the Soviet Union. According to one report:

Of the 32.2 thousand economists working in the ministerial apparatus, it was reported in 1959 that only 32 percent had received preparation for their

jobs in higher educational institutions. In the same year only 14 percent of those working as economists in municipal and *raion* planning organs could boast higher education in their profession. In 1955 only one industrial enterprise in three had a professionally trained economist on its payroll; and the vast majority of those occupying industrial planning and financial jobs, or other positions of economic responsibility, had no special training for their jobs and lacked the theoretical knowledge necessary to handle the questions that came before them.³³

The fact seems to be that the best Russian students do not usually select economics as a field of specialization. Students with creative and inquiring minds find work in mathematics or the physical sciences more stimulating and rewarding than work in economics. Moreover, other fields are less encumbered by the Spanish moss of dogma which hangs in festoons on economics. And a career in economics is more uncertain than one in many other lines. The Party line shifts on economic matters, and it could be very unfortunate for an economist to have professed a theory or solution incompatible with the current thinking of Party leaders. What was doctrine yesterday may turn out to be heresy today.

Thus, the students in economics tend to be of residual quality. Judy reports that at Moscow State University, economics attracts numbers of young students, mostly girls from well-placed families, who are looking for a specialty in which they can get by and receive a coveted diploma. Other economics students are older persons, mostly men, who have spent years in military service or at work in some part of the economy and who are rewarded for their devotion by an opportunity to partake of higher education.³⁴ Students of these types are unlikely to become brilliant economists, and this is especially true when they are exposed to the deadening curriculum in political economy. This curriculum, as previously noted, is not intended to turn out excellent or even competent economic analysts or planners, but rather teachers who will be undeviatingly committed to the official ideology and who will steadfastly spread it.

Those students who take various types of applied economics programs in the universities and institutes and who later come to work for *Gosplan*, *Gosbank*, the research institutes, and some other Soviet organizations are considerably more competent on the average than the products of the curriculum in political economy. Russians who have talked to some of our American economists draw a sharp distinction between Soviet economists who teach political economy and those who work for *Gosplan* and the research institutes. When one of our economists, who had taught in a major university, mentioned to a group of Russians that he had been an economics teacher,

³³ Richard Judy. Op. cit., p. 1.

³⁴ Ibid., p. 28-29.

they thought him to be a propagandist like their own political economists. However, when he let them know the courses he had taught and told them that he was currently employed by our Government, they classed him with the *Gosplan* economists and accorded him more respectful treatment.

The research results produced by Russian economists have been enormous in volume and scope but not usually of high quality. Almost all economic research is financed directly by the Soviet Government and is controlled in one degree or another by both the Government and the Party. Research is carried on according to plan and all members of economics faculties are expected to participate and produce results. This appears to be an exaggerated version of our so-called "publish-or-perish" policy and is likely to produce a flood of low-quality research.

Soviet economists have complained that they have been told not only what research projects to undertake and how to go about them, but also when to have them completed and even how many printed pages the results should fill. University economists have complained of being denied access to statistical materials from *Gosplan* and the Central Statistical Administration which are furnished freely to the research institutes, and also of being unable to obtain time off from other duties for the purpose of carrying on the research.

In view of the repressive attitude of the Government in economic matters, it is not surprising that the published results of Soviet economic "research" have sometimes served primarily a propaganda purpose or represented a strained effort to fit reasonably effective research into an acceptable Marxian mold. Indeed, research results frequently consisted of comments on and interpretations of the official utterances of Party leaders, and monographs and dissertations often consisted largely of citations. And even significant topics were often explored on such a general and highly theoretical level that the results could be of little use in connection with any practical problems.

In the last few years, however, the situation regarding economic research has improved to some extent. The Soviet Government has developed a somewhat more liberal policy. Economic researchers have been allowed to cast off some of the inhibitions of Marxian theory and have been permitted or even encouraged to apply some of the concepts and tools of modern economics to the practical problems of a planned economy. Leading economists have explored and debated such important matters as value and price, the development of appropriate criteria for investment choice, labor productivity, and the problems of providing effective incentives for both labor and management. Research conclusions in these matters now cover a wide range instead of being fitted into an official mold.

If the somewhat more liberal policy of the Soviet Government is continued, a great deal of genuine economic research may develop and the results may be much more useful in solving practical problems. And still later an increased supply of well-qualified and competent economists may come into being. For the present, however, it must be said that the economics profession in Soviet Russia still has a long way to go.

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