

The Kremlin And The Schoolhouse Reforming Education In Soviet Russia 1917 1931

This work describes the emergence of the professions in late tsarist Russia and their struggle for autonomy from the aristocratic state. It also examines the ways in which the Russian professions both resembled and differed from their Western counterparts. This survey of the changes in education and socialization in the former USSR examines the institutions that are shaping the first post-Soviet generation. Chapters provide reports on such questions as diversification and the development of independent schools, curriculum reform and democratization. 'a riddle wrapped in a mystery inside an enigma' Churchill's assessment has for years typified many people's attitude towards Russia, this great land of bewildering contrasts. What other country has seen such extremes of imperial opulence and abject poverty, tyrannical power and subversive

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resistance, artistic achievement and economic crisis, glittering cities and desolate, frozen wastes? Where else has such dramatic political change occurred with such dizzying rapidity? Now, for the first time, the true story of this fascinating land is revealed. *Russia: A History* cuts through the myths and mystery that have surrounded Russia from its earliest days to the present, with startling revelations from classified archives that until recently were not even known to exist. Using the most recently available sources, with many pictures that have never before been published, a distinguished team of historians have stripped away the propaganda and preconceptions of the past to tell the definitive story of Russia, from Kiev and Muscovy through empire and revolution to communism and Perestroika, and the 'new order' of the present day. The result is an absorbing account of the rise and fall of a superpower, and its impact on the peoples both within and beyond its borders.

'Review from previous edition a brisk, exciting tour of Russia's long journey

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from its Kievan origins to the early Yeltsin years... stunningly beautiful illustrations and transparent prose' -Los Angeles Times'brings together the latest research into all aspects of Russian history and... lends itself to reading by the general public as well as the undergraduate.' -Contemporary Review'a lavishly illustrated volume, with a heavy-weight text' -Edward Acton, The European

An Empire in Crisis, 1890 to 1928
Gorbachev, Intellectuals, and the End of the Cold War
Politics, Culture and Society, 1921-1929
Education and Society in the New Russia
A Modern History of Russian Childhood
Urban Identity in Soviet Sevastopol
After World War II
A History of Soviet Atheism
A History of Education in Modern Russia
A different kind of history, Stalin's School brings a unique human dimension to the Soviet Union of the 1930s and a new understanding of Stalinism as a cultural and psychological phenomenon. From 1931 to 1937, School No. 25 was the most famous and most lavishly appointed school in the Soviet Union—instructing the children of such prominent parents as Joseph Stalin,

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head of the Communist Party, Viacheslav Molotov, head of the Soviet State, and Paul Robeson, American actor and singer. Relying on published records, materials in eleven archives, accounts left by visiting foreigners—including the prominent American educator George Counts—and thirty six interviews with surviving pupils from the 1930s, Holmes brings the school to life. The school's administrators, teachers, pupils, friends, and foes become companions as well as objects of this study as we walk the school's halls, enter its classrooms, eavesdrop on feuding officials who debate its fate, and learn something of what the school and the period meant for its youth. Photographs of the school's teachers and students, and reproductions of the students' notebooks, drawings, and watercolors add personality to this compelling story. Holmes uses the experience of School No. 25 as a microcosm and mirror of Stalinism, illuminating the interplay of state and society in decision making, and providing an opportunity to examine Stalinism from ideological, cultural, and psychological perspectives. While placing the school's history in the context of the coercion, corruption and repression of the 1930s, Holmes challenges the prevailing view that state and public spectacle on the one hand, and society and private life, on the other, were contrasting entities. School No. 25 molded these elements into an organic whole. In the intimate setting of Stalin's School, the degree of acceptance of Stalinism transcends historians' customary reference to the fear or privilege a Soviet citizen experienced. In a mutually reinforcing way, forced compliance and voluntary choice moved individual

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teachers and pupils to accept a structured environment both at school and in society as the means to a powerful, prosperous, and just Soviet Union.

The Russian Revolution of 1917 transformed the face of the Russian empire, politically, economically, socially, and culturally, and also profoundly affected the course of world history for the rest of the twentieth century. Now, to mark the centenary of this epochal event, historian Steve Smith presents a panoramic account of the history of the Russian empire, from the last years of the nineteenth century, through the First World War and the revolutions of 1917 and the establishment of the Bolshevik regime, to the end of the 1920s, when Stalin simultaneously unleashed violent collectivization of agriculture and crash industrialization upon Russian society. Drawing on recent archivally-based scholarship, *Russia in Revolution* pays particular attention to the varying impact of the Revolution on the various groups that made up society: peasants, workers, non-Russian nationalities, the army, women and the family, young people, and the Church. In doing so, it provides a fresh way into the big, perennial questions about the Revolution and its consequences: why did the attempt by the tsarist government to implement political reform after the 1905 Revolution fail; why did the First World War bring about the collapse of the tsarist system; why did the attempt to create a democratic system after the February Revolution of 1917 not get off the ground; why did the Bolsheviks succeed in seizing and holding on to power; why did they come out victorious from a punishing civil war; why did the New Economic Policy they introduced in 1921 fail; and why

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did Stalin come out on top in the power struggle inside the Bolshevik party after Lenin's death in 1924. A final chapter then reflects on the larger significance of 1917 for the history of the twentieth century - and, for all its terrible flaws, what the promise of the Revolution might mean for us today.

After the 1917 Revolution in Russia, the Bolsheviks launched a massive assault on religion. Although we know a great deal about how the Bolsheviks went about doing this—propaganda, persecution of clergy and laity, seizing church property—scholars have not devoted much attention to the other side of the story: the people who were being persecuted and how they responded to their persecutors. Glenn Young shows how ordinary Russian peasants devised ways of asserting their religious faith during the difficult period of New Economic Policy, 1921–28, when the Party-state was ideologically obsessed with eradicating religion. Faced with persecution, torture, and the creation of antireligious organizations such as the League of the Godless, Orthodox clergy and laity organized themselves against the Bolsheviks. They revived factional politics, even using the village soviets, the intended cornerstone of Soviet power in the countryside, to defend their religious interests. When they achieved some degree of success in their resistance, the Bolsheviks were forced to respond and adapt their strategies—a conclusion that scholars have not put forward previously. Based on extensive research in archives and published sources, Young's book will force historians of Soviet Russia to confront religious issues as central to rural politics. Her work also

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draws upon cultural anthropology and theories of peasant politics, making it of great interest to any scholars studying the processes of secularization and desacralization in other cultures.

The clash between scholarship and politics--between truth and propaganda--was ruthless for historians in Ispart, the Russian Communist Central Committee's official historical department. As part of the state publishing house, Ispart was tasked with preserving the documentary record, compiling memoirs, and upholding ideological conformism within the national narrative of the 1917 revolution. In *Revising the Revolution*, Larry E. Holmes examines the role of Ispart's historians, both in the Moscow office and a regional branch in Viatka, who initially believed they could adhere to the traditional standards of research and simultaneously provide a history useful to the party. However, they quickly realized that the party rejected any version of history that suggested nonideological or nonpolitical sources of truth. By 1928, Ispart had largely abandoned its mission to promote scholarly work on the 1917 revolution and instead advanced the party's master narrative. *Revising the Revolution* explores the battle for the Russian national narrative and the ways in which history can be used to centralize power.

Since 1855

The Unmaking of Russia's Official History Of 1917

Educational Reform in Post-Soviet Russia

A History Of Russia Volume 2

Soviet Briefing

Factory and Community in Stalin's Russia

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Explorations in Soviet Society and Culture

The Voice of the People

The first comparative study of the spread of mass education around the world in the late nineteenth and early twentieth centuries, this unique new book uses a bottom-up focus and demonstrates, to an extent not appreciated hitherto, the gulf between the intentions of the government and the reality on the ground.

When the Bolsheviks took power in Russia in November 1917, they used a wide range of techniques-some subtle, some violent-to eradicate religion in areas under their control. The new Soviet government arrested priests, closed church buildings, exposed fraudulent monastic relics, forbade the printing of religious literature, and denied religious education to the young-all the while proclaiming abroad that there was no religious persecution in Russia. They set out to crush not only all organized religion but even the likelihood of religious thought. And God Created Lenin examines in depth the conflict between Lenin's logic-driven efforts to stamp out religion and the churches' passionate attempts to save themselves from obliteration. It looks at both sides objectively and admits that they both presented strong cases. In this thoroughly researched yet accessible study, historian Paul Gabel offers a new understanding of the only effort in world history to upset the universality of religion. Besides the main conflict between the Russian Orthodox Church and the atheist state, Gabel also considers the tensions that this campaign against religion caused within the Communist Party. In addition, he discusses the bitter hatred dividing the Orthodox factions that refused cooperation with the government from those that tried to adapt the church to

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communism. Was the failure of Soviet communism to eradicate religion simply a matter of practical miscalculation, or was this effort, in light of the persistence of religion throughout history, ultimately unrealistic and doomed from the start? This is the key question that Gabel's fascinating, insightful narrative attempts to answer. Paul Gabel (Scotts Valley, CA), trained as a historian at the University of California at Berkeley, is a retired educator and the creator of the educational software The Vietnam War.

Based on extensive research in archives in both Moscow and Sevastopol, architectural plans and drawings, interviews, and his own extensive experience in Sevastopol, Qualls tells a unique story in which the periphery bests the Stalinist center.

A Washington Post Notable Book of the Year A New York Times Book Review Editors' Choice An award-winning constitutional law scholar at the University of Chicago (who clerked for Judge Merrick B. Garland, Justice Stephen Breyer, and Justice Sandra Day O'Connor) gives us an engaging and alarming book that aims to vindicate the rights of public school students, which have so often been undermined by the Supreme Court in recent decades. Judicial decisions assessing the constitutional rights of students in the nation's public schools have consistently generated bitter controversy. From racial segregation to unauthorized immigration, from antiwar protests to compulsory flag salutes, from economic inequality to teacher-led prayer—these are but a few of the cultural anxieties dividing American society that the Supreme Court has addressed in elementary and secondary schools. The Schoolhouse Gate gives a fresh, lucid, and provocative account of the historic legal battles waged over education and illuminates

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contemporary disputes that continue to fracture the nation. Justin Driver maintains that since the 1970s the Supreme Court has regularly abdicated its responsibility for protecting students' constitutional rights and risked transforming public schools into Constitution-free zones. Students deriving lessons about citizenship from the Court's decisions in recent decades would conclude that the following actions taken by educators pass constitutional muster: inflicting severe corporal punishment on students without any procedural protections, searching students and their possessions without probable cause in bids to uncover violations of school rules, random drug testing of students who are not suspected of wrongdoing, and suppressing student speech for the viewpoint it espouses. Taking their cue from such decisions, lower courts have upheld a wide array of dubious school actions, including degrading strip searches, repressive dress codes, draconian "zero tolerance" disciplinary policies, and severe restrictions on off-campus speech. Driver surveys this legal landscape with eloquence, highlights the gripping personal narratives behind landmark clashes, and warns that the repeated failure to honor students' rights threatens our basic constitutional order. This magisterial book will make it impossible to view American schools—or America itself—in the same way again.

From Postwar Ruins to the Soviet Heroarchy
Mass Education and the Limits of State Building,
c.1870-1930

And God Created Lenin

Moscow's Model School No. 25, 1931–1937

The Making of an Industrial Working Class

Struggles for Proletarianizing Higher Educational
Institutions

Small Comrades

Repainting the Little Red Schoolhouse

A Modern History of Russian Childhood

examines the changes and continuities in ideas about Russian childhood from the 18th to the 21st century. It looks at how children were thought about and treated in Russian and Soviet culture, as well as how the radical social, political and economic changes across the period affected children. It explains how and why childhood became a key concept both in Late Imperial Russia and in the Soviet Union and looks at similarities and differences to models of childhood elsewhere. Focusing mainly on children in families, telling us much about Russian and Soviet family life in the process, Elizabeth White combines theoretical ideas about childhood with examples of real, lived experiences of children to provide a comprehensive overview of the subject. The book also offers a comprehensive synthesis of a wide range of secondary sources in English and Russian whilst utilizing various textual primary sources as part of the discussion. This book is key reading for anyone wanting to understand the social and cultural history of Russia as well as the history of childhood in the modern world.

An encyclopedic guide to 20th-century communism around the world The first book of its kind to appear since the end of the Cold War, this indispensable reference provides encyclopedic coverage of communism and its impact throughout the world in the 20th century. With the opening of archives in former communist states, scholars have found new material that has expanded and sometimes altered the understanding of communism as an ideological and political force. A Dictionary of 20th-Century Communism brings this scholarship to students, teachers, and scholars in related fields. In more than 400 concise entries, the book explains what communism was, the forms it took, and the enormous role it played in world history from the Russian Revolution through the collapse of the Soviet Union and beyond. Examines the political, intellectual, and social influences of communism around the globe Features contributions from an international team of 160 scholars Includes more than 400 entries on major topics, such as: Figures: Lenin, Mao, Stalin, Ho Chi Minh, Pol Pot, Castro, Gorbachev Events: Cold War, Prague Spring, Cultural Revolution, Sandinista Revolution Ideas and concepts: Marxism-Leninism, cult of personality, labor

Organizations and movements: KGB, Comintern, Gulag, Khmer Rouge Related topics: totalitarianism, nationalism, antifascism, anticommunism, McCarthyism
Guides readers to further research through bibliographies, cross-references, and an index

In 1937, the Soviet Union mounted a national celebration commemorating the centenary of poet Alexander Pushkin's death. Though already a beloved national literary figure, the scale and feverish pitch of the Pushkin festival was unprecedented. Greetings, Pushkin! presents the first in-depth study of this historic event and follows its manifestations in art, literature, popular culture, education, and politics, while also examining its philosophical underpinnings. Jonathan Brooks Platt looks deeply into the motivations behind the Soviet glorification of a long-dead poet—seemingly at odds with the October Revolution's radical break with the past. He views the Pushkin celebration as a conjunction of two opposing approaches to time and modernity: monumentalism, which points to specific moments and individuals as the origin point for cultural narratives, and eschatology, which glorifies ruptures in the chain of art or thought and the destruction of canons. In the midst of the Great Purge, the

Pushkin jubilee was a critical element in the drive toward a nationalist discourse that attempted to unify and subsume the disparate elements of the Soviet Union, supporting the move to “socialism in one country.”

Following the Russian Revolution, the cultural and political landscape of Russia was strewn with contradictions. The dictatorship, censorship and repression of the Communist party existed alongside private enterprise, the black market and open debates on Socialism.

In Russian Society and politics 1921-1929

Vladimir Brovkin offers a comprehensive cultural, political, economic and social history of developments in Russia in the 1920's. By examining the contrast between Bolshevik propaganda claims and social reality, the author explains how Communist

representations were variously received and resisted by workers, peasants, students, women, teachers and party officials. He presents a picture of cultural diversity and rejection of Communist constraints through many means including unauthorised protest, religion, jazz music and poetry. In Russian Society and Politics 1921-1929 Vladimir Brovkin argues that these trends, if left unchecked, endangered the Communist Party's monopoly on political power. The

Stalinist revolution can thus be seen as a preemptive strike against this independent and vibrant society as well as a product of Stalin's personality and communist ideology.

Displaced Children in Russia and Eastern Europe, 1915-1953

Life in Stalin's Soviet Union

**School, Reform and Society in the New Russia
From the Late Imperial Period to the Collapse
of the Soviet Union**

A History of American Education

**Language, Education, and Power in Soviet
Ukraine, 1923-1934**

Breaking the Tongue

**Russia's Missing Middle Class: The
Professions in Russian History**

Being a student meant much more than simply attending classes. The new Soviet student was expected to engage in activities ranging from work in local Communist Party organizations to participation in collectivization brigades in the countryside. Builders and Deserters explores how student attempts to accommodate personal ambition and established cultural traditions with the numerous obligations that came from their privileged status led to a difficult relationship with the state. Konecny discusses changes in the higher education system and everyday life from the pre-revolutionary period to the beginning of World War II. He also considers the world of

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politics and political activism, training in and out of the classroom, and the ways in which students both conformed to and deviated from explicit standards of social conduct and "Communist morality" under Stalinism. This is the first comprehensive analysis of the important role played by students in the Soviet socialist revolution during the inter-war period. The breadth of subject matter and thematic issues will interest scholars and students of Soviet history, as well as specialists in comparative education and youth culture.

A reference guide to the world's largest country. Covering influential individuals, significant places, and important policies, it provides readers with a greater understanding of Russian history. A narrative history, chronology, and A-Z entries are included.

World War II, known as the Great Patriotic War to Russians, ravaged the Soviet Union and traumatized those who survived. After the war, memory of this anguish was often publicly repressed under Stalin. But that all changed by the 1960s. Under Brezhnev, the idea of the Great Patriotic War was transformed into one of victory and celebration. In *Russia's Hero Cities*, Ivo Mijnsen reveals how contradictory national recollections were revised into an idealized past that both served official needs and offered a narrative of heroism. This triumphant narrative was most evident in the creation of 13 Hero

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Cities, now located across Russia, Belarus, and Ukraine. These cities, which were host to some of the fiercest and most famous battles, were named champions. Brezhnev's government officially recognized these cities with awards, financial contributions, and ritualized festivities. Their citizens also encountered the altered history at every corner--on manicured battlefields, in war memorials, and through stories at the kitchen table. Using a rich tapestry of archival material, oral history interviews, and newspaper articles, Mijnsen provides a thorough exploration of two cities in particular, Tula and Novorossiysk. By exploring the significance of Hero Cities in Soviet identity and the enduring but conflicted importance they hold for Russians today, Russia's Hero Cities exposes how the Great Patriotic War no longer has the power to mask the deep rifts still present in Russian society.

A History of Education in Modern Russia is the first book to trace the significance of education in Russia from Peter the Great's reign all the way through to Vladimir Putin and the present day. Individual chapters open with an overview of the political, social, diplomatic and cultural environment of the period in order to orient the reader. Dowler then goes on to analyse the aims of education initiatives in each era before considering the ways in which Russians experienced education, both as students and as teachers. Each chapter concludes with an

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assessment of the outcomes and consequences of education policies in the period, both the successes and failures as well as the impact of education on the cultural, social, economic and ultimately political environments. The chronologically arranged book also traces and then summarises underlying key themes like the tension between an open system of education and an estate-based system; the push and pull between utility and the broader goal of human development; and the effects of centralized, authoritarian control that for much of the period limited local initiative and starved the regions of adequate resources.

Legacies and Prospects

A Reference Guide from the Renaissance to the Present

Stalin's School

Stalinist Cultural Politics and the Russian National Bard

Russia and the Idea of the West

Russia's Hero Cities

Selected Papers from the Fourth World Congress for Soviet and East European Studies, Harrogate, 1990

Religious Activists in the Village

Between the 1880s and the 1930s, children became the focus of unprecedented scientific and professional interest in modernizing societies worldwide, including in the Russian Empire and then the Soviet

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Union. Those who claimed children as special objects of investigation were initially spread across a network of imperfectly professionalized scholarly and occupational groups based mostly in the fields of medicine, education, and psychology. From their various perspectives, they made ambitious claims about the contributions that their emergent expertise made to the understanding of, and intervention in, human bio-psycho-social development. The international movement that arose out of this catalyzed the institutionalization of new domains of knowledge, including developmental and educational psychology, special needs education, and child psychiatry. Science of the Child charts the evolution of the child science movement in Russia from the Crimean War to the Second World War. It is the first comprehensive history in English of the rise and fall of this multidisciplinary field across the late Imperial and Soviet periods. Drawing on ideas and concepts emanating from a variety of theoretical domains, the study provides new insights into the concerns of Russia's professional intelligentsia with matters of biosocial reproduction and investigates the incorporation of scientific knowledge and

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professional expertise focused on child development into the making of the welfare/warfare state in the rapidly changing political landscape of the early Soviet era.

This volume consists of a collection of essays devoted to study of the most recent educational reform in Russia. In his first decree Boris Yeltsin proclaimed education a top priority of state policy. Yet the economic decline which accompanied the collapse of the Soviet Union dealt a crippling blow to reformist aspirations, and to the existing school system itself. The public lost faith in school reform and by the mid-1990s a reaction had set in. Nevertheless, large-scale changes have been effected in finance, structure, governance and curricula. At the same time, there has been a renewed and widespread appreciation for the positive aspects of the Soviet legacy in schooling. The essays presented here compare current educational reform to reforms of the past, analyze it in a broader cultural, political and social context, and study the shifts that have occurred at the different levels of schooling 'from political decision-making and changes in school administration to the rewriting textbooks and teachers' everyday problems.

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The authors are both Russian educators, who have played a leading role in implementation of the reform, and Western scholars, who have been studying it from its very early stages. Together, they formulate an intricate but cohesive picture, which is in keeping with the complex nature of the reform itself.

Contributors: Kara Brown, (Indiana University) * Ben Eklof (Indiana University) * Isak D. Froumin, (World Bank, Moscow) * Larry E. Holmes (University of South Alabama) * Igor Ionov, (Russian History Institute of the Russian Academy of Sciences) * Viacheslav Karpov & Elena Lisovskaya, (Western Michigan University) * Vera Kaplan, (Tel Aviv University) * Stephen T. Kerr, (University of Washington) * James Muckle, (University of Nottingham) * Nadya Peterson, (Hunter College) * Scott Seregny, (Indiana University-Purdue University Indianapolis) * Alexander Shevyrev, (Moscow State University) * Janet G. Vaillant, (Harvard University)

Moss's engaging historical account includes full treatment of politics, economics, foreign affairs and wars, and also of everyday life, women, legal developments, religion, literature, art and popular culture. Fully revised,

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including new text and illustrations
Life in Stalin's Soviet Union is a collaborative work in which some of the leading scholars in the field shed light on various aspects of daily life for Soviet citizens. Split into three parts which focus on 'Food, Health and Leisure', the 'Lived Experience' and 'Religion and Ideology', the book is comprised of chapters covering a range of important subjects, including: * Food * Health and Housing * Sex and Gender * Education * Religion (Christianity, Islam and Judaism) * Sport and Leisure * Festivals There is detailed analysis of urban and rural life, as well as explorations of life in the gulag, life as a peasant, life in the military and what it was like to be disabled in Stalin's Russia. The book also engages with the wider Soviet Union wherever possible to ensure the most in-depth discussion of life, in all its minutiae, under Stalin. This is a vitally important book for any student of Stalin's Russia keen to know more about the human history of this complex period of dictatorship.

Ideologies, Identities, Experiences

A Dictionary of 20th-Century Communism
The Collapse of Tsarism and the

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Establishment of Soviet Power

Russia: A History, New Edition

School and Society in Tsarist and Soviet
Russia

The Kremlin and the Schoolhouse

Science of the Child in Late Imperial and
Early Soviet Russia

This is the first English-language study of GDR education and the first book, in any language, to trace the history of East German education from 1945 through the 1990s. Rodden relates the GDR's attempt to create a new Marxist nation through means of educational reform, and looks not only at the changing institution of education but at something the Germans call Bildung--the formation of character and the cultivation of body and spirit. The sociology of nation-building is also addressed.

Small Comrades is a fascinating examination of Soviet conceptions of childhood and the resulting policies directed toward children. Working on the assumption that cultural representations and self-representations are not entirely separable, this book probes how the Soviet regime's representations structured teachers' observations of their pupils and often adults' recollections of their childhood. The book draws on work that has been done on Soviet schools and focuses specifically on the development of curricula and institutions, but it also examines the wider context of the relationship between the family and the state, and to the Bolshevik vision of the "children of October"

An intriguing "intellectual portrait" of a generation of Soviet reformers, this book is also a fascinating case study of how ideas can change the course of history. In most analyses of

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Cold War's end the ideological aspects of Gorbachev's "new thinking" are treated largely as incidental to the broader considerations of power—as gloss on what was essentially a retreat forced by crisis and decline. Robert English makes a major contribution by demonstrating that Gorbachev's foreign policy was in fact the result of an intellectual revolution. English analyzes the rise of a liberal policy-academic elite and its impact on the Cold War's end. English worked in the archives of the USSR Foreign Ministry and also gained access to the restricted collections of leading foreign-policy institutions. He also conducted nearly 400 interviews with Soviet intellectuals and policy makers—from Khrushchev- and Brezhnev-era Politburo members to Perestroika-era notables such as Eduard Shevardnadze and Gorbachev himself. English traces the rise of a "Westernizing" worldview from the post-Stalin years, through a group of liberals in the late 1960s—to a circle of close advisers who spurred Gorbachev's most radical reforms.

This essential introduction synthesises the wealth of new material available on the Russian Revolution into a clear overview which is ideal for beginners. Leading expert Christopher Read treats the period 1914-22 as a whole in order to contextualise and better understand the events of 1917 and their impact.

A History of Eastern German Education, 1945-1995

The Schoolhouse Gate

Public Education, the Supreme Court, and the Battle for the American Mind

Revising the Revolution

Aims, Ways, Outcomes

Russia in the Era of NEP

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A History

Russia

Nurturing the Nation examines the history of child displacement - understood as both state practice and social experience - in Eastern Europe and Russia in the first half of the twentieth century.

"... a comprehensive look at an enigmatic era..." —Choice "This provocative collection of essays certainly takes some of the polish off Soviet socialism's golden age." —Journal of Interdisciplinary History "The authors and editors of this splendid volume deserve great praise. Their work moves the field of Soviet history several large steps forward." —Slavic Review Lenin's New Economic Policy of the 1920s, although a relatively free and open potential alternative to Soviet communism, was also a time of extreme tension, as Russian society and culture were rocked by the forces of resistance and change. These essays examine the social and cultural dimensions of NEP in urban and rural Russia in the years before Stalin and rapid industrialization.

An engaging look at the past and present of schools and schooling, *A History of American Education*, 1/e examines the effects, influences, and implications of globalization

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on education in the United States. From the early colonial days to the diverse present, this text vividly reconstructs the highlights and challenges of education in America. It explores the ideas of key educators, the interaction between the public's ideals and the realities of schools, and the consequences of educational reforms within the larger context of an increasingly global and connected society. Unlike other history texts, this book also offers considerable information about changes in curriculum, educational administration, and teaching practices. In writing this book I incurred a number of debts, which I now gratefully acknowledge. During a year at the Kennan Institute for Advanced Russian Studies in the Wilson Center of the Smithsonian Institution, I attended many seminars and discussions on current events. In one way or another the ideas, information, and debates that took place during my stay contributed to my opinions and shaped the direction of my research; unfortunately I cannot list all the names of those from whom I benefited. The Kennan Institute itself provided a stimulating and supportive environment for my work. I am especially thankful to Peter Reddaway and Ted Taranovski for all they have done.

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Revolutionizing Childhood in Soviet Russia,
1917-1932

War and Revolution in Russia, 1914-22

Students, State, and Community in
Leningrad, 1917-1941

Rabfaks During the First Decade of Soviet
Power, 1919-1928

Builders and Deserters

Russia After Lenin

Reforming Education in Soviet Russia,
1917-1931

The Professions in Russian History

When the Bolsheviks set out to build a new world in the wake of the Russian Revolution, they expected religion to die off. Soviet power used a variety of tools--from education to propaganda to terror—to turn its vision of a Communist world without religion into reality. Yet even with its monopoly on ideology and power, the Soviet Communist Party never succeeded in overcoming religion and creating an atheist society. A Sacred Space Is Never Empty presents the first history of Soviet atheism from the 1917 revolution to the dissolution of the Soviet Union in 1991. Drawing on a wealth of archival material and in-depth interviews with those who were on the front lines of Communist ideological campaigns, Victoria Smolkin argues that to understand the Soviet experiment, we must make sense of Soviet atheism. Smolkin shows how atheism was reimagined as an alternative cosmology with its own set of positive beliefs, practices, and spiritual commitments. Through its engagements with religion, the Soviet leadership realized that removing religion from the "sacred spaces" of Soviet life was not enough. Then, in the final years of the Soviet

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experiment, Mikhail Gorbachev—in a stunning and unexpected reversal—abandoned atheism and reintroduced religion into Soviet public life. A Sacred Space Is Never Empty explores the meaning of atheism for religious life, for Communist ideology, and for Soviet politics.

This book presents the first comprehensive collection in English of peasant writings during the early years of the Bolshevik regime. Drawn entirely from Russian archival sources, it presents more than 150 previously unpublished letters addressed to newspapers, government officials, and Communist Party leaders. The letters and accompanying commentary result in a unique history of the Soviet peasantry's engagement and struggle with a powerful state, enabling readers to hear the voice of a social class that throughout history has too often been rendered voiceless.

The Russian school system should have an important role to play in the process of democratisation and the revival and modernisation of the economy in that country. Is it in a position to respond to this task? In this book an analysis is conducted of the attempts to reform the Russian school system in the 1990s, setting the progress made and problems encountered by the schools against the broader context of political, economical and social flux in Russia as a whole.

*In the 1920s and early 1930s, the Communist Party embraced a policy to promote national consciousness among the Soviet Union's many national minorities as a means of Sovietizing them. In Ukraine, Ukrainian-language schooling, coupled with pedagogical innovation, was expected to serve as the lynchpin of this social transformation for the republic's children. The first detailed archival study of the local implications of Soviet nationalities policy, *Breaking the Tongue* examines the*

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implementation of the Ukrainization of schools and children's organizations. Matthew D. Pauly demonstrates that Ukrainization faltered because of local resistance, a lack of resources, and Communist Party anxieties about nationalism and a weakening of Soviet power – a process that culminated in mass arrests, repression, and a fundamental adjustment in policy.

From Ruins to Reconstruction

A Sacred Space Is Never Empty

Gorbachev And The Reform Period

Power and the Sacred in Revolutionary Russia

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. . . an exciting, first-rate contribution to our understanding of Soviet history on several levels . . . and the relationship between tsarist and Soviet educational policies and practices. --Ben Eklof
Larry E. Holmes' book is a fine, expert study of a difficult topic. --The Historian . . . this first-rate work definitely points the way toward a new understanding of the Soviet Union in the 1920s. --Journal of Modern History . . . a succinct and original study of early Soviet education and an engaging disaggregation of the convoluted relations among ideology, politics, and social reality in a revolutionary society . . . This well-researched, innovative, and insightful study is required reading for any serious student of early Soviet history. --The Russian Review . . . elegantly written, a pithy fast paced, and interesting book . . . --East West Education
Larry Holmes examines Soviet school policy from 1917 to 1931 in its ideological, political, institutional, and social dimensions. Kenneth Straus weaves together many threads in Russian

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social history to develop a new theory of working-class formation in the years of Stalin's First Five Year Plan. In so doing, he addresses a long-standing debate among historians by suggesting new answers to an old question: Was there social support for the Stalin regime among the Soviet working class during the 1930s, and if so, why? Straus argues that the keys for interpreting Stalinism lie in occupational specialization, on the one hand, and community organization, on the other. He focuses on the daily life of the new Soviet workers in the factory and community, arguing that the most significant new trends saw peasants becoming open hearth steel workers, housewives becoming auto assembly line workers and machine operatives, and youth training en masse rather than occupations categories in the vocational schools in the factories, the FZU. Tapping archival material only recently available and a wealth of published sources, Straus presents Soviet social history within a new analytical framework, suggesting that Stalinist forced industrialization and Soviet proletarianization is best understood within a comparative European framework, in which the theories of Marx, Durkheim, and Weber best elucidate both the broad similarities with Western trends and the striking exceptional aspects of the Soviet experience.

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