Seminars on urban development to be held at Sheraton Boston

The MIT community is cordially invited to attend two workshops on urban development, to be held in the Grand Ballroom of the Sheraton Boston Hotel February 19. The first half of the program will be moderated by Edward J. Logan, development manager for the Boston Redevelopment Authority. The topic will be "Urban Design-Or Urban Disasters!" and the panelists will be Vincent Scully, Peter Cermak, Chaddick Woodward Smith, and others. The time will be 2 p.m. The topic for the second half of the program will be "City Lights, the Creation of an Exciting Nightscape." Joseph Eldredge will moderate, and MIT's Gyorgy Kepes will be the speaker at 4.

Seminar on urban development Professors study Russian education

By Jeff Wehman

Three professors in Washington December 3, 1963, to obtain (These plans available) a closer look at Russian scientific and technological education. Each professor studied the Soviet system in his respective field. Dr. Frederic E. Terman, from Stanford, was especially interested in electronics. Prof. Norman C. Dodd of MIT looked into mechanical and electrical engineering, and Prof. Alexander G. Korol from MIT's Office for International Students examined the more general aspects of politics and administration.

Their visit was arranged by the United States Office of Education, as part of a two year cultural exchange agreement in theater, music, education, government, and other areas. The trip ended December 28, after the professors had visited schools in Moscow, Leningrad, and Kiev.

Three types of schools

Specifically, they saw eight administrative departments of education, four secondary schools, four technical schools of soft professional skills, and nine institutions of higher education. In the USSR, higher education is divided into three types of schools-colleges for teaching, universities for training schools.

There are some basic aspects of the Soviet system of general, vocational, and technical higher education, which professor studied the Soviet system in his respective field. First, there is a national quota—not only at each institution, but in each department of each institution. Secondly, Russian education does not include the study of liberal arts. A student must study to become a professional in a particular field, unlike in the United States. This explains why the USSR can produce more physicists, mathematicians, and chemists than the United States from a smaller number of students.

Schooled in old courses

Thirdly, the USSR is consolidating courses from the over-specialization of the 1930s. For example, there were seven different types of degrees in welding engineering at that time, and there is now only one.

Fourth, the USSR is returning for a free education at college (with stipends if needed), and one is pledged to work at least three years in that field. It is possible to change fields, though few do it because they have to take the course again. Many of those who have done this did not decide to be professionals in any field at all. For instance, a student who started as a chemist then changed to physics, but went on to become a nuclear physicist.

Fifth, there is tremendous competition to receive high grades because of admissions procedures. Moreover, a student is allowed only one application to a school of higher education per year—and then only to one department of the school. Dissatisfactions among applicants will apply for one position, many of whom may have the maximum score of five points on each of few entrance exams. As Prof. Dahl stated, "That is simila-r to scoring straight 90s on the College Board Exam." There is, however, a lack of applicants in some areas, such as teaching.

Sixth, the USSR has an enormous number of part-time and correspondence schools which at times make the school system of the USSR more like a high school than a college for training. This type of education becomes popular for Russian soldiers returning after World War II and continued to grow through the 1950s. However, they are laboriously inferior to full-time education, and the government is striving for more of the latter in the future. An important facet of part-time study is that the only field which a student can choose is that he is presently engaged in. Prof. Terman explained, "If you are working as a bookkeeper, you can't study physics part-time; you can only become a better bookkeeper."