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### Education in the Soviet Union

**Mervyn Matthews - 2012-05-04**

This book provides a comprehensive survey of the successes and failures of education and training in the Khrushchev and Brezhnev years. The author gives an objective assessment of the accessibility of the main types of institution, of the contents of courses and of Soviet attempts to marry the functioning of their education system to their perceived economic and social needs. In addition the book has many useful and original features: For ease of analysis it summarises in diagram form complex statistics which are not usually brought together for so long a time period. It provides a systematic account of educational legislation; Matthews’ comparison of series of official decrees will allow subtle shifts in government policy to be accurately charted. Particular attention is also paid to a number of issues that are often neglected: the employment problems of school and college graduates; the role and professional status of teachers; political control and militarisation in schools; the close detail of higher education curricula; and the rate of student failure. Of special value is the chapter on those educational institutions which are often omitted from Western studies and which are hardly recognised as such in most official Soviet sources.

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### Islamic Education in the Soviet Union and Its Successor States

**Michael Kemper - 2009-09-11**

This book provides a comparative history of Islamic education in the Soviet Union and the post-Soviet countries. Case studies on Ukraine, Azerbaijan, Kazakhstan, Uzbekistan, and Tajikistan and on two regions of the Russian Federation, Tatarstan and Daghestan, highlight the importance which Muslim communities in all parts of the Soviet Union attached to their formal and informal institutions of Islamic instruction. New light is shed on the astonishing dynamics of Islamic education under rapidly changing and oftentimes extremely harsh political conditions.

### Education and Social Mobility in the Soviet Union 1921-1934

**Sheila Fitzpatrick - 2002-05-16**

A history of Soviet education policy 1921-34, this is a sequel to the author's highly praised Commissariat of Enlightenment.

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### Education in the Soviet Union

**Robert MacVicar - 1958**

### Audacious Education Purposes

**Fernando M Reimers - 2020-10-09**

This open access book offers a comparative study of eight ambitious national reforms that sought to create opportunities for students to gain the necessary breath of skills to thrive in a rapidly changing world. It examines how national governments transform education systems to provide students opportunities to develop such skills. It analyses comprehensive education reforms in Brazil, Finland, Japan, Mexico, Peru, Poland, Portugal and Russia and yields original and important insights on the process of educational change. The analysis of these 21st century skills reforms shows that reformers followed approaches which are based on the five perspectives: cultural, psychological, professional, institutional and political. Most reforms relied on institutional and political perspectives. They highlight the systemic nature of the process of educational change, and the need for alignment and coherence among the various elements of the system in order: They underscore the importance of addressing the interests of various stakeholders of the education system in obtaining the necessary impetus to initiate and
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Separate Schools - E. Thomas Ewing - 2010-11-01

Starting in 1943, millions of children were separated into boys’ and girls’ schools in cities across the Soviet Union. The government sought to reinforce gender roles in a wartime context and to strengthen discipline and order by separating boys and girls into different classrooms. The program was a failure. Discipline further deteriorated in boys’ schools, and despite intentions to keep the education equal, girls’ schools experienced increased perceptions of academic inferiority, particularly in the subjects of math and science. The restoration of coeducation in 1954 demonstrated the power of public opinion, even in a dictatorship, to influence school policies. In the first full-length study of the program, Ewing examines this large-scale experiment across the full cycle of deliberating, advocating, implementing, experiencing, criticizing, and finally repudiating separate schools. Looking at the encounters of pupils in classrooms, policy objectives of communist leaders, and growing opposition to separate schools among teachers and parents, Ewing provides new insights into the last decade of Stalin’s dictatorship. A comparative analysis of the Soviet case with recent efforts in the United States and elsewhere raises important questions. Based on extensive research that includes the archives of Uzbekistan and Kazakhstan, Separate Schools will appeal to historians of Russia, those interested in comparative education and educational history, and specialists in gender studies.

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25 Years of Transformations of Higher Education Systems in Post-Soviet Countries - Jeroen Huisman - 2020-10-09

This open access book is a result of the first ever study of the transformations of the higher education institutional landscape in fifteen former USSR countries after the dissolution of the Soviet Union in 1991. It explores how the single Soviet model that developed across the vast and diverse territory of the Soviet Union over several decades has evolved into fifteen unique national systems, systems that have responded to national and global developments while still bearing some traces of the past. The book is distinctive as it presents a comprehensive analysis of the reforms and transformations in the region in the last 25 years; and it focuses on institutional landscape through the evolution of the institutional types established and developed in Pre-Soviet, Soviet and Post-Soviet time. It also embraces all fifteen countries of the former USSR, and provides a comparative analysis of transformations of institutional landscape across Post-Soviet systems. It will be highly relevant for students and researchers in the fields of higher education and and sociology, particularly those with an interest in historical and comparative studies. This work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use. All rights not granted by the work’s license are retained by the author or authors.

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Public Education in the Soviet Union - International Conference on Public Education - 1964

Public Education in the Soviet Union - International Conference on Public Education - 1964

Report on Higher Education in the Soviet Union - 1958

Report on Higher Education in the Soviet Union - 1958

Exploring English Language Teaching in Post-Soviet Era Countries - Tamilla Mammadova - 2020-10-02

Exploring English Language Teaching in Post-Soviet Era Countries analyses different elements of English language teaching from the Soviet era to a new era of Westernised influence. This work provides an insight into the problems that occur in present-day English language education in post-Soviet era countries, considering English language teaching at all stages of education. The book outlines the challenges that many countries of the former Soviet Union experienced at the turn of the twenty-first century and relates these to education as a crucial social phenomenon. It considers the teaching of English as a lingua franca at all education levels in the countries of the former Soviet Union, with particular emphasis on universities. Using empirical research from case studies in Azerbaijan, the book considers whether post-Soviet era countries have truly moved towards a Westernised model of language education, or simply imitated one. This book is the first of its kind to treat the problem by listening to teachers’ and students’ voices as the major actors of the educational process. This book will be of great interest to academics, researchers and post-graduate students in the fields of English language education, education in Eastern Europe and applied linguistics.
Soviet Schooling in the Second World War - J. Dunstan - 1997-02-19

This is the first western book on the subject of wartime Soviet schooling. Its theme is set against the background of Soviet educational history and the events preceding and characterising the Great Patriotic War of 1941-45. It considers how the war affected the already problematic organisation of schools and their formal curriculum content, and examines their enhanced role as socialising agents. It will appeal to historians, educationalists and all interested in the impact of war on civilian populations.

The Kremlin and the Schoolhouse - Larry Eugene Holmes - 1991

... 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.

Exploring English Language Teaching in Post-Soviet Era Countries - Douglas Ray - 2017-04-28

The Kremlin and the Schoolhouse - Larry Eugene Holmes - 1991

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Stalin's Niños - Karl D. Qualls - 2020-01-29

Stalin’s Niños examines how the Soviet Union raised and educated nearly 3,000 child refugees of the Spanish Civil War. An analysis of the archival record and numerous letters, oral histories, and memoirs reveals that this little-known story exemplifies the Soviet transformation of children into future builders of communism and illuminates the educational techniques shared with other modern states. Classroom education taught patriotism for the two homelands and the importance of emulating Spanish and Soviet heroes, scientists, soldiers, and artists. Extra-curricular clubs and activities reinforced classroom experiences and helped discipline the mind, body, and behaviors. Adult mentors, like the heroes studied in the classroom, provided models to emulate and became the tangible expression of the ideal Spaniard and Soviet. The Basque and Spanish children thus were transformed into hybrid Hispano-Soviets fully engaged with their native language, culture, and traditions while also imbued with Russian language and culture and Soviet ideals of hard work, comrades, internationalism, and sacrifice for ideals and others. Even during their horrific evacuation to the Soviet interior during World War II, the twenty-two Soviet boarding schools designed specifically for the Spanish refugee children — and better provisioned than those for Soviet children — served these displaced niños for fourteen years and transformed them into Red Army heroes, award-winning Soviet athletes and artists, successful educators and workers, and aids to Fidel Castro in building Cuba after his revolution. Stalin’s Niños also sheds new light on the education of non-Russian Soviet and international students and the process of constructing a supranational Soviet identity.
Breaking the Tongue - Matthew Pauly - 2014-11-21
In the 1920s and early 1930s, the Communist Party embarked 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 thelynchpin 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 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.

Education in the Soviet Union - William Allan Neilsen - 1935

Education and Economic Change in Eastern Europe and the Former Soviet Union - David Phillips - 1993-01-01
The nine chapters in this book explore educational and economic change in the countries of Eastern Europe and the former Soviet Union. Together they provide both an overview of the developments - in their historical context - and an analysis of aspects of the situation in a number of different countries: the former Soviet Union, Poland, Hungary, Czechoslovakia, Romania (including Transylvania) and the new Germany. The chapters not only demonstrate the immensity of the tasks facing educational development in these countries but also the extraordinary optimism and idealism of those charged with implementing change.

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Politics, Identity and Education in Central Asia - Pınar Akçaği - 2013-03-20
Focusing on the areas of politics, identity and education, this book looks at some of the most pressing and challenging issues that Kyrgyzstan faces in the post-Soviet era. It argues that Kyrgyzstan is challenged with oscillations between the old and the new on the one hand, and domestic and international on the other. The book analyses the process of post-Soviet transition in today’s Kyrgyzstan by focusing on the political elites, some of the major identity problems and educational issues. It discusses how Kyrgyzstan’s first president in the post-Soviet era had already been an exceptional leader even prior to the collapse of the Soviet Union in terms of his democratic and liberal tendencies. The book goes on to look at how identity is a major factor in the country, shaped to a large extent by genealogical factors and patron-client mechanisms on the one hand, and religious considerations on the other. Finally, it highlights how education has been perceived as a very influential agent of socialization that develops not only literacy and other skills, but also common attitudes and values that are considered essential to any society. By evaluating these three areas, the book argues that Kyrgyzstan cannot isolate itself from the demands, priorities and pressures of international actors, which sometimes are in conflict with the country’s domestic conditions. It is of interest to students and scholars of Asian Studies, Politics and International Relations.


Soviet Education - Nigel Grant - 1972

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Moscow in the Making - Ernest Simon - 2014-08-07
This book, published in 1937, reported on a four week visit to Moscow in 1936 to study the making of Moscow as a showpiece Soviet capital. At its core was the 1935 General Plan for the Reconstruction of Moscow but the book was a study of planning in the Soviet rather than the Western sense. Thus it covered many aspects of the city’s social and economic life including industry and finance, education and housing production as well as governance and town planning. Much first hand detail is included, based on the visit and the authors’ meetings with Soviet officials and citizens that illustrate various points, usually in praise. The book made a significant contribution towards the growing arguments in 1930s Britain and other parts of the Anglophone world for a bolder, more comprehensive and more state-led approach to planning. In turn these arguments had an important impact in shaping the policies adopted in the 1940s.

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The Challenge of Soviet Education - George Sylvester Counts - 1957

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Islamic Education in the Soviet Union and Its Successor States - Michael Kemper - 2009-09-11
This book provides a comparative history of Islamic education in the Soviet Union and the post-Soviet countries. Case studies on Ukraine, Azerbaijan, Kazakhstan, Uzbekistan, and Tajikistan and on two regions of the Russian Federation, Tatarstan and Daghestan, highlight the importance which Muslim communities in all parts of the Soviet Union attached to their formal and informal institutions of Islamic instruction. New light is shed on the continuity of pre-revolutionary educational traditions - including Jadidist ethics and teaching methods - throughout the New Economic Policy period (1921-1928), on Muslim efforts to maintain their religious schools under Stalinist repression, and on the complete institutional breakdown of the Islamic educational sector by the late 1930s. A second focus of the book is on the remarkable boom of Islamic education in the post-Soviet republics.
This volume consists of a collection of essays devoted to study of the most recent educational reform in Russia. In
revival, this study stresses the primary role of the Soviet Islamic institutions which were developed during and
after the Second World War, and of the persisting regional and even international networks of Islamic teachers
and muftis. Throughout the book, special attention is paid to the specific regional traditions of Islamic learning
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Lenin's Grandchildren: Preschool Education in the Soviet Union - Kitty D. Weaver - 1971

Small Comrades - Lisa A. Kirschenbaum - 2013-09-13
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
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Soviet Commitment to Education - United States. Education Mission to the U.S.S.R. - 1959
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Higher education in the Soviet Union pamphlet collection - - 1967
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Educational Reform in Post-Soviet Russia - BenEklof - 2005

Educational Reform in Post-Soviet Russia - Ben Eklof - 2005
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. 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 Shevryev, (Moscow State University) * Janet G. Vaillant, (Harvard University)

China Learns from the Soviet Union, 1949-present - Thomas P. Bernstein - 2010
In this book an international group of scholars examines China’s acceptance and ultimate rejection of Soviet
models and practices in economic, cultural, social, and other realms.

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Medical Education in the Soviet Union - Estados Unidos Departamento de Health, Education and Welfare - 1964
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Inclusive Education in a Post-Soviet Context - Tsedio Michael Makoeieli - 2021
This book provides the first evidence-based reference about inclusive education in Kazakhstan, one of the Post
Soviet Union countries. This nation, as well as many other central Asian countries, is undergoing a radical
transformation and change in education which encompasses the implementation of inclusive and special
The Role of the Komsomol in Higher Education in the Soviet Union

Communist Propaganda at School - Joanna Wojdon - 2021-05-11
Communist Propaganda at School is based on an analysis of reading primers from the Soviet bloc and recreates the world as presented to the youngest schoolchildren who started their education between 1949 and 1989 across the nine Eastern European countries. The author argues that those first textbooks, from their first to last pages, were heavily laden with communist propaganda, and that they share similar concepts, techniques and even contents, even if some national specificities can be observed. This volume reconstructs the image of the world presented to schoolchildren in the first books they were required to read in their school life, and argues that the image was charged with communist propaganda. The book is based on the analysis of over sixty reading primers from nine countries of the Soviet bloc: Albania, Bulgaria, Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, the Soviet Union and Yugoslavia from the period. Written with simplicity and straightforwardness, this book will be a valuable resource, not only to international academics dealing with the issues of propaganda, censorship, education, childhood and everyday life under communism in Eastern and Central Europe, but can also academics dealing with education under communism or with the content of primary education. It also brings educational experiences of the Soviet bloc to international researchers, in particular to researchers of education under totalitarian and authoritarian regimes.

Inclusive Education in a Post-Soviet Context - Tsediso Michael Makoele - 2021
This book provides the first evidence-based reference about inclusive education in Kazakhstan, one of the post-Soviet Union countries. This nation, as well as many other central Asian countries, is undergoing a radical transformation and change in education which encompasses the implementation of inclusive and special education. This book is composed of chapters synthesized from various studies and captures different aspects of the implementation of inclusive education in Kazakhstan. The book highlights some of the fundamental requirements and challenges for this process to succeed. Among the main issues addressed in this book are the understanding of inclusive education, the transition towards inclusive education given the Soviet legacy, the role of school leadership, teachers, parents and other stakeholders in the process. The findings in each chapter demonstrate some of the milestones and challenges of inclusivity. This work will be of interest to academics, scholars, students and teachers in this field.

Quality Of Life In The Soviet Union - Horst Herlemann - 2019-07-11
"Quality of life" is a difficult concept to define, and particularly so when referring to the Soviet Union because Westerners have many preconceptions about Soviet living conditions. This volume goes a long way toward illuminating the realities of daily Soviet life and stands as an important contribution to our understanding of the Soviet Union. Contributors focus primarily on the relation of quality of life to living conditions but also discuss the quality and availability of state-provided services such as education, health care, and housing. Of special interest is their coverage of problems in Soviet society, including working conditions in factories, living conditions in rural areas, alcohol abuse, and the status of the elderly. Together these essays show that although the Soviet government has made great strides in improving the living conditions of its citizens, Soviet living standards and services are relatively poor by Western standards and several important social problems continue to burden the Soviet people.

Problems of Soviet School Education - Anton S. Makarenko - 2005
Every historical epoch has had its educators whose practical activity and theoretical views exerted a strong influence on the educational philosophy and teaching methods of the time. Many of the educational experiences maintained by Jan Komenski and John Locke (17th century), Jean Jacques Rousseau (18th century), Johann Pestalozzi (end 18th - beginning 19th century), Johann Herbart, Friedrich Deisterweg and K. Ushinsky (19th century), are invaluable contributions to the treasure house of pedagogical thought. The views of these outstanding educators and thinkers determined in considerable measure the development of the theory and practice of education over the course of decades and even centuries. In the middle of the twentieth century the same role is played by the pedagogical heritage of Anton Makarenko, the Soviet practising educator, theoretician and writer. The name of this remarkable man, who has greatly furthered the development of Soviet pedagogy and practice of communist education, is well known not only in the Soviet Union but also far beyond its boundaries. Makarenko's educational novels The Road to Life and Learning to Live are read with absorbing interest in different parts of the world. Makarenko's Problems of Soviet School Education which is a generalisation of his vast pedagogical experience and which contains profound theoretical conclusions, has long been the bible of Soviet teachers. It is a series of lectures read by Makarenko for the staff of the People's Commissariat of Education, R.S.F.S.R., in January 1938.

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outstanding educators and thinkers determined in considerable measure the development of the theory and practice of education over the course of decades and even centuries. In the middle of the twentieth century the same role is played by the pedagogical heritage of Anton Makarenko, the Soviet practising educator, theoretician and writer. The name of this remarkable man, who has greatly furthered the development of Soviet pedagogy and practice of communist education, is well known not only in the Soviet Union but also far beyond its boundaries. Makarenko’s educational novels The Road to Life and Learning to Live are read with absorbing interest in different parts of the world. Makarenko’s Problems of Soviet School Education which is a generalisation of his vast pedagogical experience and which contains profound theoretical conclusions, has long been the bible of Soviet teachers. It is a series of lectures read by Makarenko for the staff of the People’s Commissariat of Education, R.S.F.S.R., in January 1938.

Technical education in the Soviet Union pamphlet collection - 1967

Technical education in the Soviet Union pamphlet collection - 1967

Young People and Active Citizenship in Post-Soviet Times - Beata Krzywosz-Rynkiewicz - 2017-08-10

Situated within the context of “post-soviet times”, this book explores young people’s citizenship activities and values in three distinct environments: post-soviet union countries, post-soviet union satellites, and countries that were independent of the Soviet Union at the time. Its purpose is to investigate the influence of these contexts on the ways young people see their citizenship in what are now emerging democracies. The future of nations depends to a large extent on whether citizens will continue to support existing values and will engage in activities to support those values. Using a framework designed by Kennedy (2006) and further developed by Zalewska, Krzywosz-Rynkiewicz (2011) the study examined the citizenship values of 3794 students aged 11-14-18 from 11 European countries. The main themes of this book include exploring similarities and differences in citizenship activities within countries and across countries; advancing explanations for these similarities and differences; highlighting the importance of contexts that influence citizenship activities and values; and assessing the extent to which democratic values are reflected in young people’s citizenship activities.

Building Communism and Policing Deviance in the Soviet Union - Mirjam Galley - 2020-12-30

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Education in the Soviet Union - Alice Withrow Field - 1935

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Sovietized Education - Harold Robert Willis - 1965

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This book examines, through a detailed study of Soviet residential childcare homes and boarding schools, the much wider issues of Soviet policies towards deviance, social norms, repression, and social control. It reveals how through targeting children whose parents could not or did not take care of them, as well as children with disabilities, the system disproportionately involved children from socially marginal and poor families. It highlights how the system aimed to raise these children from the margins of society and transform them into healthy, happy, useful Soviet citizens, imbued with socialist values. The book also outlines how the system fitted into Khrushchev’s reforms and social order policies, where the emphasis was on monitoring and controlling society without the recourse to direct repression and terror, and how continuity with this period was maintained even as the rest of Soviet society changed significantly.

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