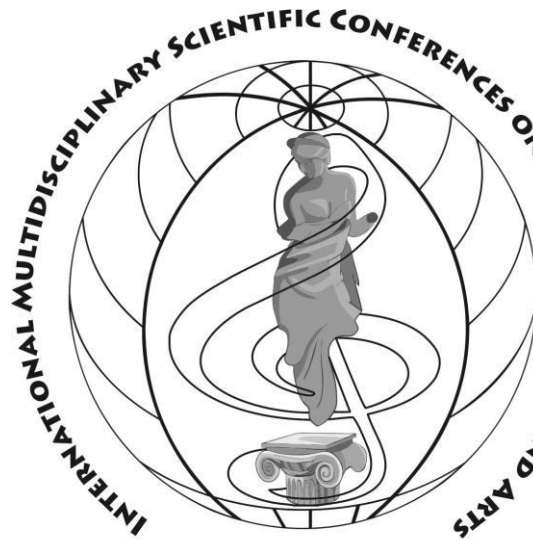


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Published by STEF92 Technology Ltd., 51 “Alexander Malinov” Blvd., 1712 Sofia, Bulgaria

Total print: 5000

ISBN 978-619-7105-49-0

ISSN 2367-5659

DOI: 10.5593/sgemsocial2015B3

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SOCIAL SCIENCES AND ARTS**

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**PUBLIC FORMS OF ORGANIZATION AND DEVELOPMENT OF
RESEARCH IN PHYSICS IN THE 1960-1970s
(THE CASE OF THE TOMSK REGION)¹**

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ABSTRACT

This article represents an attempt to reconstruct the history of societal forms of organization and development of research in physics on the example of Tomsk Interuniversity Coordination Council and Tomsk Council of University rectors. This research is based on both published and unpublished sources. 1960-1970s became a period of rapid development of scientific-technical progress and groundbreaking research in physics. Main fields and research results are analyzed, an assessment of contribution of Tomsk Interuniversity Coordination Council and Tomsk Council of University rectors in organization and development of research in promising fields of physics is made. The historical study of Tomsk Interuniversity Coordination Council in 1960s adds to the understanding of timely issues related to the development of science in Russia and particularly in Siberia. Also this work allows to broaden the understanding the role of societal forms of science organization in social life on the macro-regional example, and finally to determine the role of Siberian scientific and educational complex in the global research-educational sphere. The article is meant for all interested in Russian history, history and anthropology of science, and also in Soviet period of Russian history in general.

Keywords: Societal forms of organization of science, Tomsk, history of science, anthropology of science

INTRODUCTION

Nowadays attention of researchers to problems of history of national science at various stages of its development has increased considerably. Studying forms of organization of scientific research and preparation of scientists, interaction of various departments and institutions in this important sphere, and the role of state and society in supporting

¹ Written in the framework of RFH grant "Social forms of science organization in Siberia in the 1941-1991-ies: the meaning and role in social, cultural and economic modernization of the Soviet society", the project "Man in a Changing World. Problems of identity and social adaptation in history and at present" (the RF Government grant No. 14.B25.31.0009).

science has become crucial. Experience of public forms of organization of science in Siberia in 1941-1991, in particular of separate public organizations, is very instructive in this regard. For example, the Interuniversity Coordination Council of Tomsk, one of the first regional associations of higher education institutions in the country, laid the foundation of a widely known organization - the Russian Union of Rectors - which plays a significant role in developing higher education. The history of public forms of organization of science is of great interest today from the point of view of studying mechanisms of interaction of science and practice and civil society represented by scientists and party government institutions. Owing to this interaction, the term of realization of scientific research was minimized, which was important at the time of modernization in the sociocultural and the economic spheres in the country during the research period.

Materials and Methods.

Materials of funds # F. R-816 "Tomsk Polytechnic Institute" stored in the Public Records Office of the Tomsk Region (PROTR) were the main source for writing this paper. These are minutes of meetings of the Scientific Council and the Interuniversity Coordination Council of Tomsk (1963-1972). The history of the Councils in documents and materials was reflected in the edition named "The Council of Rectors of Higher Education Institutions of the Tomsk Region (1963-2013): History in Documents" devoted to the 50th anniversary of the Council of Rectors of higher education institutions of the Tomsk region. A number of aspects characterizing the activity of the Scientific Council and the Interuniversity Coordination Council of Tomsk in 1963-1972 can be found in the newspaper *Pravda*.

Methodology is based on the fundamental principles of historicism and the system study, which allow giving a full retrospective dynamics of the object of research in the existential continuum, keeping it within the framework of the sociocultural context. In relation to the project of research these principles give an opportunity to reconstruct the process of creation of public forms of organization of science in the context of a certain historical era. The modernization theory is a theoretical methodological basis of this work. It defines modernization not only as transition from the traditional (agrarian) society to the industrial one that occurred in the XX century, but also as accelerated development of various public institutes, which took place in Siberia in the 1930s. This research makes use of modern research approaches, including microhistory and "oral history". Chronological, statistical, comparative-historical, and retrospective methods were applied as well.

Results.

On June 6, 1963 the Minister of the Higher and Secondary Vocational Education of the RSFSR V. N. Stoletov in response to an initiative of rectors of Tomsk higher education institutions signed an order No. 394 "On creation of the Interuniversity Scientific Council in Tomsk". The incentive for the initiative of Tomsk scientists was an editorial in *Pravda* published on March 31, 1963 which noted: "... higher education institutions have to be more resolute to join efforts of related departments not only of one but also of several higher education institutions for solving problems according to a unified coordination plan" [1]. Shortly before signing the order the minister took part in the first scientific session of higher education and research institutions of Tomsk and could be personally convinced of the high level of scientific research of Tomsk scientists.

Coordination of scientific, educational, and economic activity of six higher education institutions of the city was the main function of the Interuniversity Scientific Council: the Polytechnic University, the Construction University, the Medical and the Pedagogical Institutes, and the Institute of Radio Electronics and Electronic Equipment. The Council was headed by A. A. Vorobyov, the rector of Tomsk Polytechnic Institute, Professor, Doctor of Physics and Mathematics. The Council was originally made of 20 people: rectors and vice rectors for research of Tomsk higher education institutions irrespective of their departmental affiliation, heads of research institutes, and representatives of regional, city, trade-union, and party organizations. Soon, when issues connected with education and methods were included into the competence of the Council, vice rectors for academic affairs entered its composition [2].

The rector of Tomsk State University, Professor A. I. Danilov (he was appointed Minister of National Education of the RSFSR in 1967; instead of him Professor A. P. Bychkov became Rector and Vice-chairman of the Council) and the associate professor of Tomsk Polytechnic Institute V. M. Novitsky became A. A. Vorobyov's deputies. The main objectives of the Council stated in the order of the Minister of the Higher and Secondary Vocational Education of the RSFSR V. N. Stoletov were set as follows:

- to unite scientists for working on complex scientific problems which are developed jointly in higher education institutions of the city;
- to elaborate prospects for development of Tomsk higher education institutions (new specialties, scientific institutes, strengthening educational, industrial, and scientific material resources, construction of cultural and community infrastructure and housing);
- to put forward offers for coordinating and planning of teaching researchers;
- to formulate offers for merging research and production establishments and enterprises of higher education institutions having all-high school value [3].

In a transformed view the Interuniversity Coordination Council of Tomsk was empowered formally when a system of councils of rectors of higher education institutions began to be created according to the Resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR of July 18, 1972 No. 535 “On measures for further improvement of higher education in the country”. On December 29 the same year the Minister of the Higher and Secondary Vocational Education of the USSR V. P. Elyutin issued an order No. 926, which approved the Provision on the Council of Rectors of Higher Education Institutions. According to this document in large high school centres of the country councils of rectors of higher education institutions were to be founded to “coordinate activities of higher education institutions, generalization, and distribution of positive experience of organizing the process of education, ideological, educational, and research work, and professional development of teachers”[4].

The main objectives of councils of rectors which covered various spheres of high school activities were listed in the Provision. Besides participation in realizing the policy of the CPSU in the field of higher education and communist education of the youth, which was traditional for the Soviet period of national history, tasks directed to improving training of specialists for the national economy, developing scientific activity of higher education institutions, and strengthening of ties between science and production were

also set for councils of rectors. Besides the abovementioned there were the following tasks:

- to develop offers for further improvement of higher education in the given economic region;
- to organize interuniversity exchange of experience of training specialists;
- to introduce progressive methods of training and usage of technical means in organizing the educational process and its management in higher education institutions;
- to coordinate research of complex scientific problems which is carried out by higher education institutions, students' research and conducting reviews of students' scientific work;
- to join efforts of the city higher education institutions for professional development of teachers and organization of their training at enterprises and in establishments of this economic region;
- to strengthen communication between higher education institutions united by the council with enterprises, organizations and establishments in the sphere of professional internships of students and training of graduates, and to study the issue of using young specialists in sectors of the national economy;
- to coordinate work of higher education institutions on professional guidance of the youth, organization of training courses and departments, and new enrollment of students [2,4].

Alongside this, councils of rectors had to define measures and offers aimed at improving living conditions, cultural and medical services for students, and sports activities in higher education institutions, and uniting efforts of higher education institutions for developing and strengthening interuniversity educational material resources.

By 1973 in Tomsk there were 6 higher education institutions with seven research institutes, more than 20 technical educational institutions of secondary education, two research institutes of the Siberian Branch of the USSR Academy of Sciences. In higher education institutions more than 45 thousand students were getting education in 116 specialties; the body of scientists and teachers included 150 doctors of science and about 1 500 candidates of science [2].

The order of the Minister of the Higher and Secondary Education of the USSR No. 330 of April 18, 1973 approved the composition of the Council of Rectors of Higher Education Institutions of Tomsk, which amounted to 16 people. The rector of TPI I. I. Kalyatsky was appointed Chairman of the Council, while the rector of TSU A. P. Bychkov became his deputy.

After the appointments, the structure of the Council of Rectors of Higher Education Institutions of Tomsk was defined: the Presidium, Sectors with Commissions, the Secretariat and the Information Group. In case of necessary it was allowed to set up city methodical or scientific associations in separate subjects or fields of science.

Sectors were established for coordinating the Commissions' work in order to limit overlapping and to provide organization of city events with the help of several

commissions. Sectors were headed by the Vice-Chairman or members of the Council, i.e. one of rectors [4].

The Commissions were created in the most significant directions of Tomsk higher education institutions. Vice rectors, deans, professors, and teachers of higher education institutions of the city and representatives of the party, Soviet, trade-union, and Komsomol organizations, employees of large enterprises and institutions, and representatives of the student body joined them. The Commissions were engaged in studying various aspects of life of higher education institutions, exchanging experience, holding events, and coordinating activities of higher education institutions for appropriate sections of work. The Sector of Advance Planning and Development (headed by Professor A. P. Bychkov) consisted of two Commissions: the Commission on Training Specialists for Tomsk and the West Siberian economic region and the Commission on Enrollment of Students. The Sector of Academic and Scientific Work (headed by Professor I. P. Chuchalin) incorporated four Commissions: on Academic Affairs and Methods; on Part-time and Evening Education; on Research; and on Students' Research. The Sector of Ideological Education (headed by Associate Professor A. I. Kuznetsov) united duties of two Commissions: the Commission on Communist Education of Students and the Commission on Activities of Departments of Social Sciences. At last, the Material Support Sector (headed by Professor G. M. Rogov) consisted of four Commissions: on Material Support; on Work in Student Halls of Residence; on Organization of Public Catering; and on Physical Culture and Medical Services. Tasks and authority of the Commissions were defined by the Provision on the Commission of the Council of Rectors of Higher Education Institutions of Tomsk [4].

The Council of Rectors of Higher Education Institutions of Tomsk continued its engagement in coordinating activities of Tomsk higher education institutions in the sphere of organization of the educational process, development and research work, preparation of research and teaching faculty, and professional development of teachers. In addition, the Council dealt with solving problems of development of material resources of Tomsk higher education institutions [2].

The center of attention of the Council was still improvement of education. At the meetings the most important questions of organizing education, developing curricula for the existing and newly-added specialties, and introducing of ACS in the educational process were regularly discussed. So, at one of the meetings in 1976 the rector of TPI Professor I. I. Kalyatsky made a report about the experience of using such ACS-HEI subsystems developed at his institute as "Current progress", "Organization of education", "Session", "Applicant", and "Analysis and planning". Having analysed results of their use, the Council recommended introducing the subsystems in all higher education institutions of the city, and the head of the ACS-HEI problem laboratory at TPI received an assignment to assist higher education institutions in carrying out such work [5].

The Council of Rectors also focused on research and preparation of research and teaching faculty. The Council promoted strengthening ties between high school science and the economy of the Tomsk region and stimulated developing comprehensive scientific programs.

CONCLUSION

The Interuniversity Scientific (Coordination) Council and the Council of Rectors of Higher Education Institutions of Tomsk created on its basis are of considerable interest as the first public forms of organization of sciences and coordination of activities of higher education institutions in the field of their scientific, educational and methodical and economic competences [6]. An important factor of progress of the Councils was close cooperation with the state, party, and trade-union organizations of the country, the region, and the city that allowed reducing terms of realization of know-how. Despite shortcomings of the Councils' activities, this experience attracted attention of bodies of supreme power in the country and was replicated in other high school centers of Russia.

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