

## Moscow State Historico-Archival Institute and Archival Education in the USSR

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In the United States, discussions continue about the appropriate curricula and context for the education and training of archivists. With programs housed in history departments, schools of library science, and departments of public history, and with programs or modules varying in length between one and ten courses, one could easily conclude that the United States is somewhat unformed in its approach to the training of archivists. The question of the proper curriculum and the proper context for the training and education of archivists in the United States remains, therefore, very much open.

It was with this in mind that the U.S. members of the Joint Commission on Soviet-American Archival Cooperation chose the issue of education as a principal agenda item for the first exchange of archivists under the Protocol of the Commission on Archival Cooperation between the American Council of Learned Societies and the Main Archival Administration of the USSR Council of Ministers, signed in 1987. Archival education in the Soviet Union is, in contrast to that in the United States, advanced, well formed, and institutionalized in the form of the Moscow State Historico-Archival Institute (MGIAI), the principal

institution in the Soviet Union devoted primarily to the training of archivists. What can American archival educators and administrators learn from the institute and its approach? Is the model directly transferable to the United States? If so, in what way? Is there, in contrast, any particular advantage to the relatively unformed approach to archives in the United States? These were the general questions that formed the agenda for this particular dimension of the exchange. What follows is a report of findings, a description of the program at MGIAI for the education of archivists, and conclusions of a general sort.<sup>1</sup>

Edwin Bridges and I traveled to Moscow and Leningrad as the first phase of a planned series of exchanges between the Soviet Union and the United States. This report is based primarily on several conversations in the USSR and a few select documents. Accordingly, it can only be considered very general and impressionistic. The spirit of the discussions in the USSR was open and straightforward. Though our schedule was obviously limited, sufficient time was always provided to pursue a line of questions. Each visit and discussion, however, raised still more questions. As I said frequently toward the end of the visit, we came

<sup>1</sup>The best introduction in English to archives in the Soviet Union can be found in Patricia Kennedy Grimsted, *Archives and Manuscript Repositories in the USSR: Moscow and Leningrad* (Princeton, N.J.: Princeton University Press, 1972), and Supplement 1: *Bibliographical Addenda* (Zug, Switzerland: Inter Documentation Company, 1976). See also, Grimsted, *Archives and Manuscript Repositories in the USSR: The Ukraine and Moldavia*, Book 1: *General Bibliography and Institutional Directory* (Princeton, N.J.: Princeton University Press, 1987); and "Lenin's Archival Decree of 1918: The Bolshevik Legacy for Soviet Archival Theory and Practice," *American Archivist* 45 (Fall 1982): 429-43. Of particular interest to archivists is Grimsted, *A Handbook for Archival Research in the USSR* (Washington, D.C.: Kennan Institute, IREX, 1988), and "Recent Soviet Archival Literature: a Review and Preliminary Bibliography of Selected Reference Aids," occasional paper #204 of the Kennan Institute for Advanced Russian Studies, Washington, D.C., 1986.

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with one hundred questions and left with one thousand. The Soviets were eager to inform us and we had much to learn. We asked most of the questions, and when we did receive questions from our Soviet colleagues, they centered on the issue of computers and information technology.

### Archives in the Soviet Union

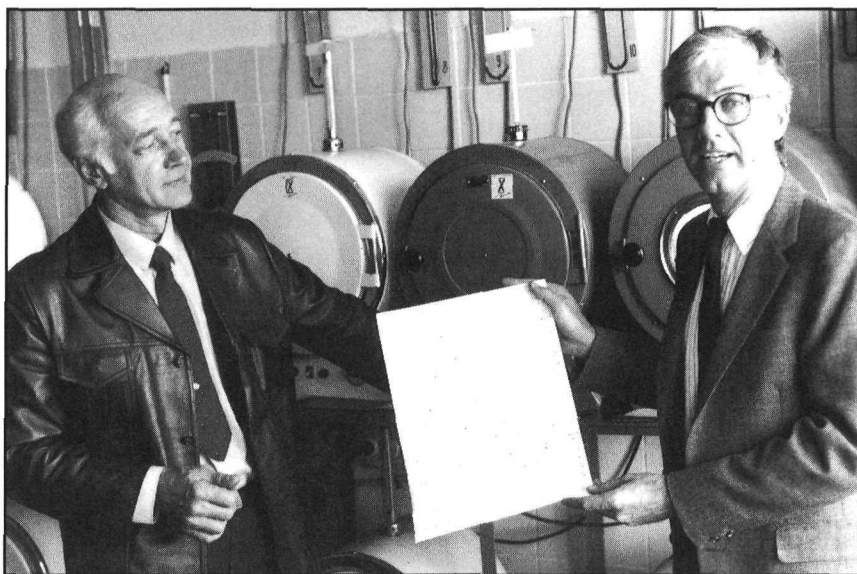
The Soviets are justly proud of their educational system for archivists and of their archives. Before discussing the specifics of the archival educational system in the USSR, I want to discuss several points about the Soviet archives system as it reflects the Soviet system as a whole. It is essential to understand the context in which their approach to education is set. There are four specific areas worth noting: (1) the concept of the State Archival Fond, (2) the traditional approach to archives, (3) the importance of the span of Soviet history, and (4) the role of documentation in Soviet society. Each of these areas points to a fundamental difference between the United States and the USSR and is crucial to understanding the Soviet approach to archives and archival education.

The notion of the State Archival Fond is a direct outgrowth of the centralization of all functions in the state based on the Lenin decree of 1918. As a result, the state incorporated all activities—organizational, social, economic, and political—making all records generated by those activities state records, subject to and requiring state administration. The Main Archival Administration (Glavarkhiv) emerged as the central agency to administer the archives of the state. Because all archives are of the state, Glavarkhiv has responsibility for the *total* universe of documentation for the Soviet Union, with the exception of private papers, such as papers of individuals who hold legal title to their personal property and thus control the disposition of personal papers. From the perspective of the United States with its national archives, state archives, corporate archives, private and public in-

stitutional archives, and church archives (all with different systems), the conception of a single authority for the administration of records of all organized activity is quite extraordinary. From a U.S. perspective, it takes a while to truly appreciate the scope of Glavarkhiv.

A second important point is the importance of tradition in the administration and operation of Soviet archives. Though there is a single authority for the administration of all institutional records in the Soviet Union, this does not mean there is necessarily a single individual or voice that can move the system in any particular direction. In fact, we observed that the Main Archival Administration is composed of several layers of bureaucracy stretched over the whole of the Soviet Union, employing upwards of twenty to thirty thousand archivists. It is not possible to explain in this article, even in a general way, all the procedures involved (see companion piece by Ed Bridges). Suffice it to say, however, that the system is based on consensus formation. As decisions are required, appropriate committees meet, discuss, and try to come to agreement. In the case of disagreement, the tendency is to defer until an agreement can be reached. The alternative is to pass the decision up the hierarchy. Tradition—i.e., a clearly established set of procedures and methods—plays a very important role in all aspects of Soviet archival work. The traditional or accepted way has a ready consensus. Change, on the other hand, is always a bit more problematic. This is not to say that change does not occur. It is to say that the weight of tradition is very heavy, and resistance to change can be a powerful force; therefore, change is achieved slowly.

A third point to remember is quite obvious in dealing with a documented culture older than that of North America. The areas which now make up the Soviet Union have a long history. The extant records of the territories of the Russian Federated Republic date back to the sixteenth century. As



Fran Blouin (right) with V. F. Privalov (left), director of the preservation lab of VNIIDAD.

the history of Russia evolved from Czarist times to the present, so too did record keeping. Administering this record requires familiarity with administrative procedures utilized under these various governments. Moreover, a familiarity with the various documents generated is required. In the Soviet Union, a country deeply devoted to its history, these historical records are particularly revered.

A fourth point relates to the role of documentation in Soviet society. Much is written down. The telephone, though ubiquitous in the USSR, plays a smaller role as a vehicle for communication than in the United States. Almost all issues or problems to be solved require a process, the first step of which is the preparation of a formal letter. These documents then go through the appropriate bureaucratic channels. My own sense is that this system is pervasive in all branches of Soviet government, and thus in Soviet society. As a result, the archival infrastructure in the country is truly extensive, involving thousands of individuals whose express job is monitoring the life

cycle of these voluminous records.

These four points underscore a basic fact in studying any aspect of Soviet society. The system is clearly and fundamentally different from that upon which U.S. society is based and organized. This is not simply a matter of East versus West, or communism versus democracy. It is principally a matter of centralization versus decentralization. Moreover, it is a matter of the comparative role exerted by traditional European practices in the context of Soviet and East bloc archival institutions as contrasted to the application of these same practices in archival institutions which serve the western democracies. Thus, the full magnitude of what the Soviets may or may not do in the area of archives can be understood only within a broader conceptual framework of what, in fact, the Soviet system is. Archives are indeed organically related to the organization which produces those archives.

All that being said, we could not fail to be impressed by the extensive holdings of the many facilities for archives in the So-

viet Union. Archives are taken very seriously. The culture of the Soviet peoples is defined and reinforced by its history. In the continuous stream of historical documentaries on television, the monuments, the dramatic and folk pageants, and the restorations of historic buildings, history—and thus archives—is much more evident in Soviet society than in the West. Historical and archival agencies directly serve the purposes of the state.

Currently, archives are particularly central to issues raised by the attempts to restructure Soviet society. This *perestroika* entails a reexamination of the roots of Soviet society to assess the potential of new methods of administering itself and distributing its bounty. A prime issue in *perestroika* is the determination of what Soviet society was intended to be as opposed to what it has become. This historical question about the origins and development of Soviet society has further encouraged interest in archival sources, the critical window into that past. This matter has become extremely controversial in Soviet intellectual circles because, of course, there are calls for uncovering, releasing, and exploring the documents of difficult periods in Soviet history, most notably the Stalinist years and the period of the Petrograd Soviet of 1917.

### **Educating the Soviet Archivist**

In light of this, the education of archivists is no inconsequential matter. The principal institution in the Soviet Union for the training of archivists is the Moscow State Historico-Archival Institute (MGIAI). There are many other training programs in universities, but MGIAI is unique in scope, size, and breadth. The institute, though national, or “all union,” in scope and service, is administered by the new USSR State Committee for Public Education, which replaced the functions of the Ministry of Higher and Specialized Education in March 1988. It has, however, formed ties with the Main Archival Administration which ad-

vises the faculty of the institute and which employs institute graduates. Founded in 1931, the institute is currently directed by Yuri Afanasyev, an accomplished historian and one of the principal architects of the intellectual foundations of *perestroika*. In describing this institute, it is useful to describe the program as it exists, to note future ambitions for the program, and to discuss Afanasyev's larger vision of the role and function of the school in Soviet society.

The institute is located in the shadow of Red Square in a historic building which once housed the printing operations of the Russian Orthodox Church. It is a busy place. The day classes have 1,250 students enrolled, the evening sessions are attended by 1,800, and 2,200 take courses by correspondence. The faculty numbers approximately 250 full-time and 150 adjuncts. The administration is proud that the institute is unique in the world, particularly because it examines all aspects of work with documents. There are courses relating to the creation, administration, evaluation, disposition, display, and study of historical records.

It is important to note that higher education in the Soviet Union is very job oriented. Students undertake a course of study with the expectation on their part and that of the state that this will be their field for life. The role of MGIAI as a training institute for employment in archives is a matter taken seriously by the state and thus a firm commitment on the part of students enrolled is assumed.

The MGIAI curriculum includes a substantial requirement for hours in standard subjects. These include Marxism/Leninism, scientific communism, and Communist Party history. This forms the ideological element so evident in all aspects of the Soviet educational system. These courses bolster the role of the institute as a provider of archivists in service of the state.

The curriculum, extraordinary in its scope, is divided among three departments,

each with various subsections. They are: (1) Archival Affairs, (2) Records Management, and (3) Technology and Information Studies. The oldest is archival affairs, which trains specialists in history as well as archives administration. The link between the study of history and of archives is considered absolutely fundamental. The program is described as similar to a university concentration in history with archival subjects added. The general course sequence for concentration in the field of archives is outlined in the appendix. The document upon which this table is based is five or more years old. Therefore, there may be specific changes but the thrust remains the same. Our discussions focused on this particular sequence of courses taught primarily by faculty members of the Archival Affairs Department. Some offerings are, of course, drawn from the faculties of other departments in the institute. Full-time students take five years to complete the course, part-time evening students take six years.

Within the course sequence for preparation of archivists, there are five specialties which students may take as elective subjects. These are: (1) training for work in museums of history, (2) training for work with agencies or records centers, (3) training for archives of scientific-technical documentation (this term was frequently used to refer to machine-readable records as well as to documents regarding the history of science), (4) training to work with archives of social organizations (e.g., Komsomol, trade unions), and (5) preservation of historical culture material which is training to work with archives of a "cultural nature." Some of the elective courses to support these specialties are drawn from other departments. The archives department also offers training in an array of foreign languages, must notably, though not exclusively, the various antecedents of the Russian language. Discussions are underway to broaden language offerings to include all the languages of the Soviet Union, a formidable goal.

This department places heavy emphasis on historical study and research, and traditional archival subjects, as well as practical experience. The history component emphasizes the history of the USSR, though it is not clear how much attention is given to the early history of the non-Russian union republics. This course sequence is divided into three parts: (1) history of Soviet lands to the end of the eighteenth century, (2) history from Catherine II to the October Revolution, and (3) the Soviet period. Students also take four courses in aspects of world history from ancient times to the present, including history of the Middle East.

The archives component of this curriculum emphasizes the usual archival subjects of arrangement, description (called "catalogs and indexes"), appraisal, and preservation. From a European perspective, it is not surprising to find ancillary historical disciplines including paleography and diplomatics as part of the curriculum. There is a course on the history of state institutes and societal affairs. Beyond those basic courses, the program emphasizes the history of the organization of archival affairs and record keeping in prerevolutionary Russia. There is a course offered on the "history of the organization of state activities and communication," which emphasizes the flow of information and communication through the modern Soviet system. It is an example of the strong theoretical basis for the study of documentation which increasingly characterizes the work of the institute.

Students in the archives department are exposed to practical work in a variety of ways. The school has several laboratories which provide documents and collections for student examination and use, including labs for preservation work. In the second year students spend one month in an agency records center, in the fourth year they spend four months in an archives, and in the fifth year they spend six months in an archives. The department hopes to have a two-month practicum in an archives during each year



a student is enrolled. It was not clear how these requirements apply to correspondence or evening students. My impression, however, was that most of these students are already employed in an archives.

The second department of the institute, Records Management, focuses on the history of record keeping and organization of records in the USSR. (I was unable to obtain a curriculum plan for the department.) Students in the program are trained to work in the records management division of the agencies of the Soviet government. These secretariat and other records management functions are described in the article by Bridges. The major concerns of the department center on courses relating to traditional forms of documentation and their evolution, including the evolution of procedures for the administering of documents, as well as the study of current rules, laws, and procedures for agency file rooms and general services operations.

The department of records management maintains laboratories for the study of documents, where students work with differing types of documents and are taught various arrangement and filing schemes. Considerable time is spent analyzing the content of forms with an eye toward eliminating unnecessary information, combining forms, and addressing other issues relating to forms management. There are apparently laboratories devoted to computers, but we were not shown these. There is an interest in preparing students to work with machine-readable records and for work utilizing the computer for description and indexing.

Students in the records management program spend one week each month in a particular agency observing its records operation. The records management faculty feels that students learn from real experience and that the agencies benefit from the newer ideas brought in by the students. Students draw on their practical experience not only for courses on the administration of agency records, but also for a course on organizational technology and other courses

which focus on the organizational structures of the Soviet system.

The third department, founded in 1982, focuses on technology and information processing. Currently, the department has emphasized work with scientific and statistical data. This faculty is beginning to emphasize what it defines as new areas of documentation stored in machine-readable form. We did not, however, have an opportunity to meet with the faculty of this department and are unable to report on the dimensions of this emphasis.

The MGIAI hosts several programs focused on advanced study. Organized as a separate or fourth department, the faculty of advanced studies offers courses in continuing education, usually of one-month duration. The content of these courses is determined through discussion between members of the MGIAI faculty and officials within the Main Archival Administration. Some advanced courses may be proscribed by a central decision on the part of Glavarkhiv or the institute itself. Others may be negotiated between the institute's faculty and a specific archival institution based on a particular need of the latter. In any case, all professional archivists in the USSR are required to take a one-month, continuing education course every five years in order to remain certified. Beyond the one-month courses, the faculty offers occasional lectures, either at the institute or at individual archives, in Moscow or elsewhere, on a variety of current topics.

It should be noted that the MGIAI does not exclusively dominate the field of continuing education for archivists. The VNIIDAD (All-Union Scientific Research Institute for Documentation and Archival Affairs) described by Bridges also is involved in continuing education. Moreover, others of the many institutes in the Soviet Union are called on to provide lectures and courses, most notably the Institute of Advanced Study of the State Institute of Science and Technology.

The faculty of advanced studies of the



Fran Blouin at a terminal in the computer center of Glavarkhiv with officials of the center.

MGIAI also works with students interested in advanced research in history and archival affairs. Under the direction of Afanasyev, activity in this area has increased substantially for reasons which will be discussed later in this article. The faculty offers a "candidacy degree" in history, which requires a thesis. In addition, the institute offers the doctorate degree.

This faculty of advanced study also does contract work, primarily publishing, commissioned by other agencies. Projects may be an edition of edited documents, a history of a particular agency, or a textbook. The MGIAI faculty are the primary authors of many textbooks for students of higher learning in areas relating to the specialties of the faculty, such as the history of record keeping practices, history of the USSR, and ancillary historical disciplines. They also prepare records management textbooks for universities and other higher educational institutions. (It is possible for a secondary school student to become a records management technician through courses in other institutions of higher education and by cor-

respondence with the MGIAI.)

Entrance to the MGIAI is by examination. Applicants are secondary school graduates and must pass three separate exams—one in Russian language and literature, one in the history of the USSR from ancient times to the present, and one in a foreign language. Many choose to demonstrate proficiency in English, which may in part explain the high degree of awareness of U.S. archival publications in the Soviet Union. The institute offers preparatory courses to help students prepare for these exams. It also sends members of its faculty to several secondary schools (how the schools are selected is not clear) to offer lectures and brief courses on the work of the institute and to encourage application. Currently, there are approximately ten applicants for each place, although this was not always so. Placement is not a problem; archives and government agencies are eager to have graduates of the MGIAI. As a result, graduates often have some choice in their placement.

The institute is contemplating several new directions. The building, though historic and

adequate, is not nearly large enough and obviously has been redesigned internally many times to accommodate changing needs. The staff frequently apologized for the condition of the quarters. In addition to its central quarters, the institute occupies several sites around Moscow. There is hope among the faculty that a new campus will be found which will bring together all functions of the institute in a single place.

Consistent with the response of the Glavarkhiv to the whole issue of *perestroika*, the institute is also very interested in expanding its role in the area of museum administration and studies. There is much interest on the part of some individuals in Glavarkhiv to emphasize use of archives. Because of the traditional emphasis in Soviet archives on preservation over use, the bulk of resources has been put into the processing and preservation of material, and comparatively little emphasis and resources given to use. Use in this case should not be confused with access, but refers to exhibits and increased public awareness of archives. There is an interest in preparing MGIAI students to be comfortable and adept with the museum aspects of archives and with the function and role of historical-cultural institutions. A course sequence in the MGIAI has been developed to prepare students for work in historical museums.

Without a doubt, the increasing importance, centrality, and popularity of the MGIAI are very closely connected to the work of its director. His work is part director/administrator and part visionary. In our discussion, Afanasyev articulated a vision for the institute, painted in broad strokes. He wants the institute to become the state institution which serves the memory of mankind. He wants a curriculum which integrates the study of all the sources of the history of culture, and wants to write into one curriculum the fields of the humanities, archives science, museum science, and general history. His particular emphasis is on the history of culture or, as he says, "the science of culture" and the

history of language and religion. He envisions a lively institute dedicated to the search for historical knowledge in all its forms and its dissemination in a variety of ways. We all agreed it was a broad vision and worth pursuing. Whether or not it eventually is achieved is hardly the point. Rather, the point is to emphasize the true possibilities for archivists, for archival institutions, and for history in general.

### ***Perestroika* and MGIAI**

Beyond his role as director of the institute, Afanasyev has emerged as a central participant in discussions relating to the intellectual *perestroika* movement. The general thrust of these discussions is broad and complex; but from the archivist's perspective, the movement is particularly important because it has brought archival issues and the archival institute directly to the center of intellectual life in the Soviet Union. Two principal issues affect the role of history and archives during this period of change.

The first relates to the implications of *perestroika* for the study of Soviet history. If *perestroika* is indeed a restructuring of the Soviet system, many believe it can be achieved only if there is a new and more complete understanding of the progress of Soviet history since 1917. This means increased attention to historical documents and periods hitherto unexplored by Soviet historians, most notably the period of the provisional government and the era of Stalin. Afanasyev spoke of a need for the historical community in the USSR to recognize that *perestroika* is not the change of superficial things, but of fundamental things. Therefore, the history community must come to some conclusions about the history and nature of this society which is going to be changed. If there are problems in that society, some attempt must be made to determine the historical causes. Afanasyev felt some of this history was known but much further study was required. In order to accomplish this task effectively, current practices regarding access to archives need to



be reevaluated. He argues that more needs to be known about what sources exist, and Soviet historians must turn to those sources in the process of reexamining the growth and development of the Soviet system.

Moreover, he argues for a reexamination of Soviet historiography—a particularly controversial suggestion—required because, in his view, Soviet historiography is not up to the same standard as that of other countries. Too often, Afanasyev said, history is used to advocate a particular point of view. He argues for a more scientific history rooted in basic archival research which will provide perspectives on essential questions of Soviet society. In the present environment of change in the Soviet Union, society needs historical knowledge based on a careful reading of the sources. Society does not, in his view, need further articulation of unsystematic thought or historical propaganda. Instead, Afanasyev thinks that source-based research will result in a historiography of Soviet history worthy of international respect.

This entire matter was discussed in more depth in two recent issues of the *Nation* (24 and 31 October 1987).<sup>2</sup> This issue is raised within the context of a discussion regarding archival education and training to underscore the current position and influence of MGIAI within the structure of Soviet intellectual life. As previously noted, the institute is now among the most popular in the Soviet Union. Ten people apply for each available place. During the past twenty years, there apparently was a time when the institute was not nearly as dynamic, but now it appears to flourish under the visionary direction of Afanasyev. Its popularity extends well beyond the classroom. The public lecture series offered by the institute, called “The Soviet Memory of Mankind” is delivered to crowds overflowing the large lecture hall.

### Archives Education and Relations with Other Disciplines

Visiting MGIAI and learning of its programs and goals for the future do indeed suggest enormous possibilities for archival education. The scope of the program is truly impressive. There is a clear and obvious link between archival studies and the history of the USSR. More important, however, is the linkage with the history of bureaucratic and social organization of the Soviet system and pre-Soviet governments. This is an aspect of archival training very much lacking in U.S. programs. The curriculum reflects not only the link in the European archival tradition between history and archives, it also mirrors the more general devotion to history on the part of Soviet society at large.

The breadth of the program at MGIAI, particularly in the areas of history and language, is clearly related to the long, rich, and diverse history of the USSR and its antecedent member states. All phases of Russian history are studied in detail. There appeared no sense that the program diminished, let alone discredited, the pre-Soviet history. What I sensed as general appreciation and even reverence for the vestiges of old Russia during our tours could be found among those archivists who dealt with the historical records of that past. It is more problematic to determine how the history, culture, language, documentation, and institutional structure of the non-Russian Soviet republics are integrated into the curriculum of the institute. Though the institute is indeed “all union” in mission, it was not clear how many graduates came from, or went to, the far corners of the country to pursue their archival careers.

The relationship between archival work and other disciplines dealing with information studies is tentative at best. The Moscow State Institute of Culture trains in-

<sup>2</sup>Dev Murarka, “Soviet History I: Recovering the Buried Stalin Years,” and “Soviet History II: A New Revolution in Consciousness,” *The Nation*, 24 and 31 October 1987, 447–51 and 486–90.

dividuals for work in libraries. There is little interchange between that institute and the MGIAI. The current state of information technology in the USSR is embryonic. Several institutes are working to address issues in this area, but there seems to be little coordination. Within the archival community, this issue appears to be a priority, as it is for the MGIAI. It will be interesting to see what progress has been made in five years' time. The current unease with new technology underscores the persistence of traditional methods in the formation of archives students as well as archival practice. The course of study emphasizes the archivist as historian and researcher. The thrust is in understanding the nature of documentation. These issues have been considered central for European archives for centuries, and remain the cornerstone of archival education in the USSR. Among other European countries, the USSR does lag in exploring ways in which new technology can enhance and even supercede these traditional approaches. Given the high degree of centralization and standardization within the Soviet archival system, however, applications of new technology could move very quickly.

In the education of Soviet archivists, archival principles and historical research are clearly emphasized with comparatively less attention paid to use patterns, reference strategies, and the public use of finding aids. The archivist is trained to be the keeper of the records and to be the primary source of information on the holdings of an archives, the traditional European model. MGIAI represents an educational program which realizes that model more fully, perhaps, than any other in the world.

The size and scope of the institute make it unique among institutions for the education of archivists and are indicative of a highly centralized archival community. It is possible for MGIAI to serve the interests

of Soviet archivists simply through its relationship with Glavarkhiv. As Glavarkhiv defines its needs and direction, then the institute can prepare students to respond and serve. The institute has a clear, firm, and, most important, large base of support and demand. The support of and respect for the institute on the part of the archival community in the Soviet Union are, in my view, the critical factors in explaining the size and scope of the institute. This, perhaps, speaks to one advantage of centralization and is a major contrast to the situation in the United States. Given the decentralized nature of U.S. society with layers of federal, state, and local governmental jurisdictions as well as private institutions, the possibilities of building a constituency for a single or even a few strong educational institutions are very limited.

For U.S. archivists, the model inherent in the MGIAI as an institution for the education of archivists is truly extraordinary. The institute represents not only a fully structured program for the preparation and training of archivists, but it represents an institution devoted to larger questions of documentation critical to the evolution of archival theory and practice. We have much to learn from the MGIAI. This trip and subsequent report simply raise the possibilities in the hope that future discussions will take place. Much more needs to be learned about the content of the curriculum and specific pedagogical approaches. The archival systems in the United States and the USSR are based on fundamentally different political systems. Direct and simple applications of the Soviet model to the United States, therefore, would be difficult, though specific courses may have direct relevance. More important, the structure and presence of MGIAI speaks to a respect for archives and the importance of archives in Soviet society. That is certainly a position to which all archivists can aspire.

# Appendix

## Suggested Curriculum for Historian/Archivist Concentration at MGIAI

Course Areas	Total Hours	Hours Lecture	Hours Laboratory	Hours Practical	Hours Seminar
1. History of the Communist Party	170	84			86
2. Marxism/Leninism	140	80			60
3. Political Economy	140	80			60
4. Scientific Communism	80	40			40
5. Soviet Law	36	36			
6. History of Philosophy	54	54			
7. Introduction to Specialty	18	18			
8. History of the USSR	400	230			170
9. Soviet Literature	48	48			
10. World History	268	268			
11. Sources for the Study of Soviet History	184	92			92
12. Historiography of the USSR	60	60			
13. History of State Institutions and Social Organizations	196	136			60
14. Ancillary Historical Disciplines	308	160		148	
15. History of Record Keeping in the USSR	132	68			64
16. History of Archives	152	120			32
17. Theory and Practice of Archives	226	94	100		32
18. Documentary Editing	188	116	72		
19. Communist Party Archives	36	36			
20. Scientific and Technical Archives	58	34	24		
21. Photo and Audio Archives	72	36	36		
22. Foreign Archives	70	70			
23. Preservation of Archives	52	36	16		
24. Information Retrieval Systems	72	36	36		
25. Automation	52	36	16		
26. Economic Organization of Work	66	42	24		
27. Specialty/Tutorial	200	146			54
28. Language	322			322	
29. Physical Education	140			140	