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CENTRAL INTELLIGENCE AGENCY
WASHINGTON, D.C. 20505

22 November 1978

MEMORANDUM FOR: The Director of Central Intelligence
FROM : John N. McMahon
Deputy Director for Operations
SUBJECT : MILITARY THOUGHT (USSR): Certain Problems
of Higher Military Education

1. The enclosed Intelligence Information Special Report is part of a series now in preparation based on the SECRET USSR Ministry of Defense publication Collection of Articles of the Journal "Military Thought". This article examines the structure of higher military education and certain areas in need of improvement. The authors feel that revised standardized programs must be introduced in which the necessary time is devoted to career-specialty disciplines. They feel also that the mastery of theoretical knowledge as well as the acquisition of practical skills should be emphasized, and indicate that the new focus of military education is on engineering education. Regarding correspondence study, the authors examine a procedure whereby military personnel can study at civilian educational institutions located near their active duty stations. This article appeared in Issue No. 6 (67) for 1962.

2. Because the source of this report is extremely sensitive, this document should be handled on a strict need-to-know basis within recipient agencies. For ease of reference, reports from this publication have been assigned

John N. McMahon

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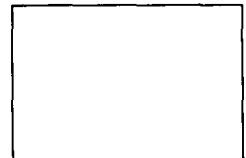
Director, National Security Agency

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Intelligence Information Special Report

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COUNTRY USSR

DATE OF
INFO. Late 1962

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DATE
22 November 1978

SUBJECT

MILITARY THOUGHT (USSR): Certain Problems of Higher
Military Education

SOURCE Documentary
Summary:

The following report is a translation from Russian of an article which appeared in Issue No. 6 (67) for 1962 of the SECRET USSR Ministry of Defense publication Collection of Articles of the Journal "Military Thought". This article, by General-Major A. Sinitsa, Colonel V. Konoplyanik, and Engineer Colonel P. Shevyakov, examines the structure of higher military education and certain areas in need of improvement. The authors maintain that too many subjects are included in the programs of study, which detract from the time spent on the necessary career-specialty disciplines, and feel that revised standardized programs must be introduced. They feel also that emphasis should be placed on the mastery of theoretical knowledge as well as the acquisition of practical skills, and indicate that the new focus of military education is on engineering education. In a discussion of the organization of correspondence study, the authors examine a procedure whereby military personnel can carry out their study at civilian educational institutions located near their active duty stations. They close with a discussion of the need for standardized textbooks and good training aids.

End of Summary

[Redacted] Comment:

The articles referred to are not available. [Redacted]

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Certain Problems of Higher Military Education

by

General-Mayor A. SINITSA
Colonel V. KONOPLYANIK
Engineer Colonel P. SHEVYAKOV

The 22nd Congress of the Communist Party of the Soviet Union (CPSU) defined the tasks and prospects for developing the Soviet Armed Forces under present-day conditions. The Program of the CPSU lays down new and increased requirements for command, political, and engineer-technical personnel of the army and navy. A major role in accomplishing this task is to be played by the higher military educational institutions (VVUZ's), which are responsible for turning out highly qualified generals and officers for the Soviet Armed Forces.

Within the higher military educational institutions officer students must acquire a thorough mastery of Marxist-Leninist theory, since this is one of the basic prerequisites for success in their day-to-day practical activities.

In the area of military technical training, VVUZ's must provide the students with a sound knowledge of modern means of combat and the latest military equipment, and teach officer students how to use this equipment competently in a battle and operation.

Military equipment at the present time is developing at a rapid pace. This requires constant improvement of the methods of conducting combat actions. As a result the higher military educational institutions have been given the task of developing military science and the theory of military art, as well as imparting to the officer students skills in scientific research work, and turning out highly qualified personnel for the army and navy.

Academies and military schools presently possess all the prerequisites needed to raise the training of military command personnel to a higher level and to successfully accomplish the tasks set forth in the Program of the CPSU. It is now important

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to define the ways and methods that will ensure a substantial increase in the quality of instruction and education of officer students.

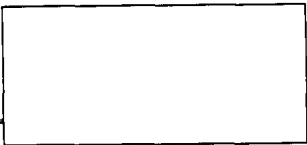
In connection with the new requirements laid down in the Program of the CPSU for training military personnel, we would like to express our opinion on a number of subjects. Some of them have already been presented in our discussion of the article "Certain Problems of Higher Military Education,"* But there are also new questions which have not been discussed. In this article we shall dwell only on certain particularly important problems of the structure of higher military education.

As we know, scientifically based study plans and programs are paramount in the work of VVUZ's. They must cover all the prerequisites needed to turn out highly qualified military specialists in accordance with the latest achievements of science and technology.

Recently a great deal of work has been done in the higher military educational institutions to improve the study plans and programs. The study plans of all VVUZ's have been reexamined with a view toward raising the relative amount of general scientific and practical training of officer students, in accordance with the law for bringing the school closer to real life. But the further development of military affairs requires constant improvement of the study plans and programs.

A positive development is the fact that in many branches of the armed forces the study plans for related VVUZ's (of rocket troops, the air forces, and navy) have been standardized. This step was accomplished by drawing on the many years of generalized experience in the operation of VVUZ's, and taking into account proposals made by various authors. It allows for better organization of the training process and makes it possible to develop uniform textbooks and training aids, and to provide the VVUZ's with the most complete laboratory training equipment possible.

* Collection of Articles of the Journal "Military Thought" No. 4 (48), 1959.





In the revised training [several words illegible] and study plans [several words illegible] which had become unnecessary were eliminated [several words illegible] of armament and combat equipment. However the VVUZ's [several words illegible] the situation, in order to completely eliminate duplication of [one word illegible] and subjects by various departments. Duplication as before wastes a great deal of training time and, most important, dampens the students' interest in the disciplines being studied. Moreover, an inconsistency of methods in completing the disciplines continues to exist in the VVUZ's. For example, sometimes theoretical mechanics and physics are studied before the appropriate sections of higher mathematics; the tactics of the branch arms in a number of VVUZ's are taught before the appropriate armament and combat equipment of the given branch arm.

A shortcoming of the present VVUZ's study plans remains the fact that they include too many subjects, something due mainly to non-career-specialty disciplines. In a number of cases new disciplines are being introduced. And since the length of instruction remains the same, it becomes necessary to reduce the time allotted for studying special disciplines. In our view, training time should be divided up so that career-specialty disciplines are allocated at least 50 percent of the total number of training hours.

Consequently, an urgent task for VVUZ's continues to be work in improving study plans and programs, as well as organizing the training process in a strict methodological sequence for teaching training disciplines.

Questions of methods of studying operational-tactical disciplines are presently the main focus of the attention of teaching staffs, especially in command VVUZ's. These questions were discussed in the M.V. Frunze Academy at a scientific methods conference attended by representatives of many military educational institutions and troops, as well as at methods conferences in other VVUZ's. The increased interest in methods of teaching operational-tactical disciplines is further evidence of the fact that the previously established methodological techniques for studying tactics and operational art require



revision and further improvement.

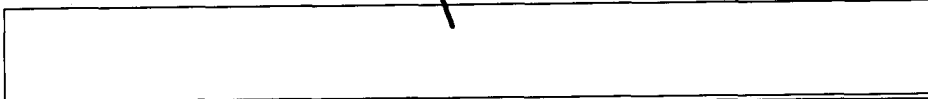
The most important thing, in our view, is that officer students in higher military educational institutions receive excellent theoretical knowledge in all disciplines of the study plan, and at the same time -- as required by the law of bringing the school closer to real life and by the experience of training military personnel -- they also acquire practical skills in the career specialty in which they are being trained in the higher military educational institution. Practical skills in command and command-engineering higher military educational institutions are imparted to officer students at classes in tactical and operational art. This is why methods of conducting practical classes were properly given considerable attention in replies to the article "Certain Problems of Higher Military Education."

In our view, however, not all authors understand this problem correctly. For example, Colonel P. ZHERDEV and Colonel P. PRODAN,* in rejecting the opinion that we can no longer regard group practical exercises in solving numerous combined tasks as the basic method of conducting tactical practical exercises, attempt to prove that it is precisely these old methods that are the best perfected and fully meet present-day requirements.

Naturally we cannot agree with this point of view. It reflects a fear of [two to three words illegible] charts, a reluctance to seek more progressive [three to four words illegible] of an applied course in tactics and operational [three to four words illegible].

The most important thing here, when accomplishing operational and tactical tasks, is to foster among the trainees the will and impart to them the skills and ability to thoroughly assess a situation, and in a short time -- only a few minutes -- make sound decisions and learn to give clear, concise orders (commands). It is precisely these qualities that are needed by officers today; this is what the nature of a present-day battle and operation requires of them.

* Collection of Articles of the Journal "Military Thought" No. 1 (51), 1960.



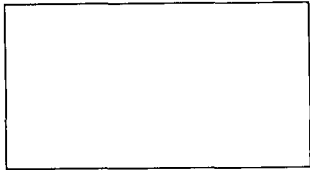
Discussions of this question at methods conferences showed that the time has come to think seriously about methods of conducting tactical practical exercises which are in keeping with new combat equipment and present-day military art. This does not mean, of course, that we must give up entirely a type of study such as group training periods. They are needed, but only for the students to master the necessary volume and methods of work of a commander and other officers when organizing and conducting combat actions. This may be achieved by accomplishing one or two combined tasks; it is not necessary to accomplish such tasks for each type of battle separately for a regiment, division, army, etc.

There is no need to dwell in detail on the methods of carrying out a combined task by means of group training periods. We would merely point out that a great deal of time (sometimes several days) is allotted to the students to reach a decision and make the various calculations. But this does nothing to enhance their ability to solve complex problems in an extremely short time, which may be necessary in an actual situation.

It is no accident that the M.V. Frunze Military Academy has been reducing from year to year the number of so-called "combined tasks" and is instituting in their place more and more short operational problems and short tasks, in which one or two basic problems in organizing and conducting combat actions are dealt with. Now more group practical exercises are being carried out with elements of a war game.

In a number of command VVUZ's in operational-tactical practical exercises extensive use is made in the classroom of various means of communications and means of minor automation, which undoubtedly enhances the quality of these exercises.

In this connection the experience of the Military Academy of Armored Troops deserves attention, in which a considerable number of the practical exercises in tactics are carried out in specially equipped classrooms (a regiment or division tactical classroom). Along with communications means installed in an armored personnel carrier (TR-50PU [sic]), they also use for troop control tape recorders and programs of their operation, an epidiascope, and a control panel for the instructors.



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This equipment makes it possible to have a command post of a regiment (division), a rear control post, and three command posts for commanders of battalions (regiments). The classroom apparatus makes it possible to solve tactical problems using the method of group training periods on maps with elements of a war game, and to conduct short tactical problems and command-staff war games.

The employment in classes of table of equipment means of control makes it possible to place the students in situations approaching actual ones, impart to them the necessary skills in collecting data on the situation, as well as train them in work on communications channels, in using initiative to make decisions, and setting tasks for the troops and for combat means.

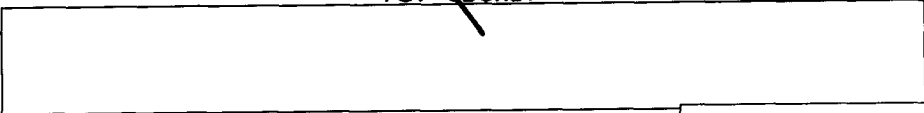
Questions of industrial training of officer students deserve the most critical attention on the part of the command of higher military educational institutions and main staffs.

Since publication of the article "Certain Problems of Higher Military Education" important changes have occurred in the training of officer personnel with a higher education in the direction of raising the relative proportion of engineering and industrial training of students. In the intervening period VVUZ's of the navy, air defense forces of the country, and a number of VVUZ's of branch arms have ceased to train officers with a purely command background, and have shifted to training command personnel with an engineering education.

As a result, the command faculties of these VVUZ's have been transformed into command-engineering faculties. That this step was taken is still further evidence of the fact that our higher military educational institutions are keeping fully abreast of the demands of the times, and are taking into account the requirements of troops, science, and military practice.

The training of engineer officer personnel is inconceivable without the appropriate familiarization with the modern production of combat equipment and armament, with the organization of repairs, and the content of this equipment among the troops, in bases, and in depots.

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At the present time the great majority of VVUZ's have reorganized the industrial training of officer students in accordance with the new requirements.

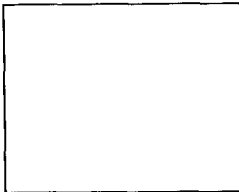
After completing the special disciplines officer students are sent for industrial practice at appropriate enterprises. This is generally done at the end of the third and in the fourth year. In the fifth year pre-diploma and diploma work is done.

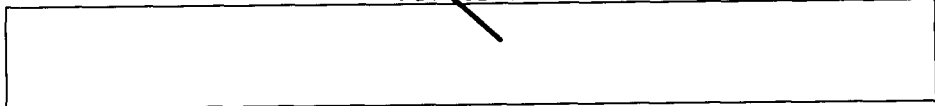
Special industrial practice makes it possible to reinforce the knowledge gained when studying special disciplines, and to considerably expand the outlook of officer students in a given area. In addition the students have the opportunity to familiarize themselves with, and in a number of cases directly carry out, the duties of engineer-technical personnel of industrial enterprises.

During pre-diploma and diploma practice students study the economics and technology of production that relate to their career specialty training, and select the necessary material for their diploma projects. Many complete their entire diploma projects in industry and defend them with the participation of representatives of the enterprises.

In addition, in pre-diploma practice the students have every opportunity to become familiar with the work of the military procurement apparatus.

In the judgment of many enterprises, the officer students not only acquire industrial skills themselves, as well as experience as workers and in positions of engineering-technical personnel, but they also render considerable assistance to industry in solving a number of technical problems in the area of improving production engineering processes, and the monitoring and automation of production. This was particularly the case in the Military Academy of Armored Troops and the Military Academy of Rear Services and Transportation. In 1961 over 50 percent of the graduates of the engineering faculties of these academies completed on-the-job diploma projects. The students resolved a number of practical problems confronting industry, and thereby rendered substantial assistance to production.





The experience of pre-diploma practice by the students of the Military Academy of Armored Troops and the Military Academy of Rear Services and Transportation deserves the broadest application by other engineering VVUZ's. Depending on the field of training, the length of pre-diploma and diploma practice varies from one to three months.

The total amount of time given over to industrial training of officer students is 20 to 30 weeks, depending on the specialty of the VVUZ.

Successful completion of industrial practice depends not only on its duration, but also on its organization and direction. Organizational problems are resolved mainly by the command of VVUZ's and by senior staffs. As for directing students while they are completing industrial practice, the main responsibility rests with the special departments.

The departments must develop timely programs for completing practice, familiarize the students with their contents, coordinate all problems with the administration of the enterprise, and assign experienced instructors to direct the practice of the students. In addition, to supervise the industrial practice of students, qualified engineer-technical personnel of the given enterprise must be brought in.

From observing the work of higher military educational institutions we may conclude that in matters of the industrial training of students, they are on the right track and are effectively combining theoretical instruction with industrial training.

Of great importance to command and command-engineering VVUZ's is the organization of practical training for students in the troops. This has two main purposes: first, to enable an officer to gain some work experience in the position for which he has been designated after graduation from the VVUZ, and, second, to help him study the life and combat training of troops.

Naturally, it is not always possible to assign all students undergoing this training to T/O positions, but commanders of units and large units must assist the students in every way to take the training in their career specialty, bring in more of



these students for classes in combat training, and not allow them to be used in assignments outside their specialty.

Defects also exist in the organization and conduct of practical training of faculty personnel in the troops.

An inspection of VVUZ's in 1961 and the first half of 1962 showed that Order No. 048 of the Minister of Defense of the USSR for 1953 on the procedure for practical training in the troops for faculty personnel of operational-tactical departments is not being implemented in full. The check also confirmed that some of the faculty in operational-tactical departments lack sufficient experience in working in the troops. This is particularly true of the tactical departments of the Military Academy of Armored Troops, the Military Chemical Defense Academy, and partly in the M.V. Frunze Military Academy.

Higher military educational institutions are reluctant to send their instructors for practical training in the troops, because to a certain extent it complicates the training process and the operation of the departments. And the instructors themselves are not interested in training in the troops, since many of them are assigned not to T/O positions, but as alternates. Moreover, the length of the training period is not entered in their personal file and does not count toward service completed in the troops in a definite position.

At the present time the procedure for assignments to and completion of practical training in the troops for the faculty of VVUZ's has been somewhat modified. Now teaching personnel sent for training in the troops will generally be assigned to vacant positions. In individual cases troop officers holding T/O positions may be sent to the VVUZ's to teach without being dropped from the duty rolls, while instructors from the VVUZ's may be assigned in their place for the duration of the training period. The time spent by instructors in training with troops will count as troop service in the corresponding job and will be entered in the personal file of the officers.

Such a step will undoubtedly help to improve the quality of training in the troops and will subsequently have a positive effect both on the training of teaching personnel and on improving the instruction of the students.



But it is not only instructors in operational-tactical departments who are in need of practical training in the troops. Experience in working in the troops is just as necessary for instructors in special departments who are involved in the exploitation of combat equipment and armament. We therefore cannot agree with the view that instructors in special departments can get along without practical training in the troops.

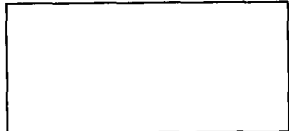
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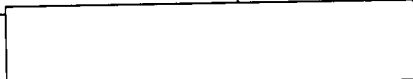
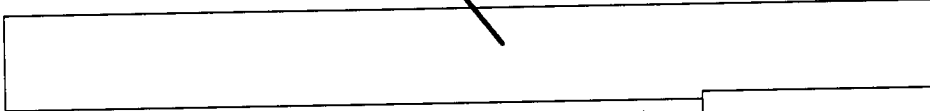
Let us turn now to some of the more important proposals pertaining to correspondence study.

One of the most serious problems, as is clear from the articles and the replies to them, is that officer students who take correspondence courses do not have time to complete every type of academic work during training assemblies.

The lack of time is particularly noticeable now, when we have begun to train by correspondence specialists with a higher engineering military education, who are studying the latest combat equipment and means of controlling it. Now correspondence students have to study most general technical and particularly special disciplines under the direction of instructors directly in the VVUZ's during the training assemblies, since independent study of special disciplines by correspondence students during the inter-assembly period is impossible because of the absence of the necessary models of combat equipment and the restriction on training materials because of security considerations.

At the present time correspondence students must complete the following: an initial training assembly lasting two months immediately after they complete the entrance examinations, in order to familiarize them with the tasks of the training, give them introductory lectures, and give out instructions for independent work; subsequent training assemblies at the end of each academic year lasting two months, in practical and laboratory work, taking course tests and examinations, and listening to lectures on complex parts of the study program for the following year. At the end of the last year of instruction a final graduating assembly is held, for taking tests and examinations on the last year's work, developing and defending





diploma projects (works), and taking state examinations. The length of the final graduating assembly, for all specialties except engineering-technical, has been set at three months. For engineering-technical specialties, depending on which type, the length of the final graduating assembly is four to six months.

The experience of a number of VVUZ's in training command and engineer personnel shows that with proper organization of work the time allotted for the training assemblies is adequate. Besides, it is impossible, without harming the overall state of combat readiness, to tear a large number of officers away from the direct command of their subunits and units for an extended period. We are not saying that an increase in the number of training assemblies will also require considerable material expenditures. We would recall that the length of training assemblies of correspondence students in civilian institutions of higher learning is not more than 30 to 40 days a year. Obviously, VVUZ's must seek new ways which will ensure the completion of all training tasks within the established length of training assemblies for correspondence students.

In our view, the time allotted for training assemblies could be reduced if the VVUZ's were to make greater use of the opportunity given them to allow correspondence students to take examinations and tests in higher military educational institutions and in civilian higher educational institutions (VUZ's) in the place where they are on duty. The Military Academy of Armored Troops, in coordination with the appropriate civilian higher educational institutions, has assigned up to 70 percent of its correspondence students to them, where they receive consultations, use the libraries and laboratories, and take tests and examinations in the place where they are on duty. But far from all the VVUZ's with correspondence students are doing this. According to a report by a group of officer correspondence students of the Military Artillery Academy, they have not been permitted to take examinations in a number of disciplines in civilian higher educational institutions because of the fear that these VUZ's will not be sufficiently demanding of them. In our opinion this fear is without foundation. We would point out that correspondence students of civilian VUZ's frequently take examinations and tests and do practical and laboratory work in other VUZ's in the place where they work. They are even made to do this. Under this system a great number



of specialists with a higher education have been trained, including engineers who are working successfully in various branches of the national economy.

Correspondence students of military VUZ's, by taking examinations in civilian VUZ's, would be spared the excessive burden of examinations and tests during training assemblies, and the time saved could be used for studying special disciplines and performing laboratory work and practical training.

Experience in teaching, as well as numerous conversations with officer students, confirms the fact that the instructional periods allotted to correspondence students are sufficient and officer correspondence students are able, in a time period equal to that for regular students, to complete all types of written work and thoroughly study the instructional material stipulated in the study programs. There is therefore no need, in our opinion, to raise the question of extending the period for correspondence study, as certain officers and generals are trying to do.

Many proposals have been made recently to change the organization of correspondence study by officer students. For example, the command of the M.V. Frunze Military Academy has suggested that the organization of correspondence study be carried out in the following sequence: during the first three years of study correspondence students must master the curriculum of the first and second years of the main faculty of the academy, and for the fourth year volunteer to spend the entire year in an academy studying the curriculum of the third year of the main faculty of the academy and taking the annual and state examinations. During this period of study in an academy, the officer correspondence students are not dropped from their unit's rolls and upon completion of study in the academy return to their units. In actual fact the length of study for correspondence students would increase by one year, and officer correspondence students would be separated from their units and subunits for a whole year of study in an academy as regular students. There are other proposals as well, the essence of which amounts to the following: maintaining for correspondence students the time allocated for regular instruction; for the first 1.5 to two years officer correspondence students take a course in general scientific and general technical disciplines directly in the VVUZ



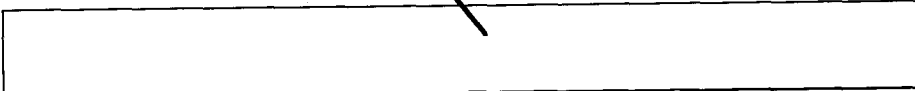
by regular study, and then continue studying special disciplines and working on course and diploma projects by correspondence study. This proposal is prompted by the fact that in the beginning correspondence students experience difficulty in combining study with their job responsibilities, and moreover have not as yet acquired the skills for doing independent work with books, and do not know how to plan their time and work independently on the instructional material. It seems to us that such principles for teaching officer correspondence students in higher military educational institutions are unacceptable. At the present time a great number of officers are taking correspondence courses, and prolonged separations from their troops can cause damage to the combat readiness and combat training of the subunits and units.

We are in agreement with the opinion of General-Leytenant D. BARINOV and Colonels M. POPOV and S. BARINOV* on selecting students for the correspondence faculties (branches) of VVUZ's on the basis of the military specialty of the entering student and the specialty of the academy. This must apply equally to both command and engineering VVUZ's.

It cannot be considered normal when an officer, having graduated from a military school and worked for a considerable time in a certain specialty, enrolls for correspondence study in a VVUZ which has little or nothing in common with his knowledge and work experience. It is quite clear that this kind of study will be of little value and as a specialist in a new field he will be at best mediocre. Work in one's specialty in the troops must supplement the correspondence study of an officer and help him to successfully master the academic curriculum, while, conversely, correspondence study must help him to better perform his official duties. This dual task also distinguishes correspondence courses from regular study.

* Collection of Articles of the Journal "Military Thought" No. 1 (51), 1960.





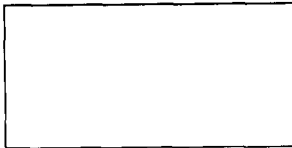
We now have fairly extensive experience in selecting students for correspondence faculties (branches) from among officers whose official duties coincide with the specialty of the VVUZ. An example is the Military Academy of Rear Services and Transportation, where in certain engineering specialties all officers taking correspondence courses serve in the troops in specialties coinciding with that of their training in the academy. This procedure has a highly beneficial effect on the training through the correspondence network of highly qualified personnel with a higher military education.

Certain comrades disagree with the proposal to introduce for correspondence students a procedure for studying the disciplines stipulated for in the study plan, under which they would have the opportunity to take the tests and examinations in these disciplines at any time convenient to them, without upsetting the methodological sequence of studying the entire complex of disciplines. In our opinion, the fears of these comrades that under such a procedure the students would supposedly study the disciplines superficially, neglect their studies, and as a result be unable to graduate from the VVUZ, are entirely without foundation. The experience of work in civilian correspondence higher educational institutions and certain military educational institutions where tests and examinations are taken throughout the academic year, shows that this procedure is fully justified and has produced extremely positive results.

Admittedly, this procedure of study will complicate somewhat the work of the VVUZ itself, but at the same it will help lighten the load of the correspondence students, and will eliminate the need to raise the questions of increasing the length of training assemblies only because they are given a large number of examinations and tests. And this in turn will make it possible during the training assemblies to conduct a number of laboratory operations, which the correspondence students would be unable to perform at their duty station.

* * *

An essential prerequisite to fruitful study is the preparation and publication of good textbooks and study aids. Without them it is impossible to instruct students successfully and, in regard to correspondence students, teaching them without



good textbooks and study aids in all disciplines of the study plan is totally inconceivable.

The Minister of Defense of the USSR has ordered the publication of uniform textbooks for all VVUZ's for the course in the history of warfare and on military art. These textbooks were written by the M.V. Frunze Military Academy for all command VVUZ's and faculties, and by the Military Academy of Armored Troops for engineering VVUZ's and faculties.

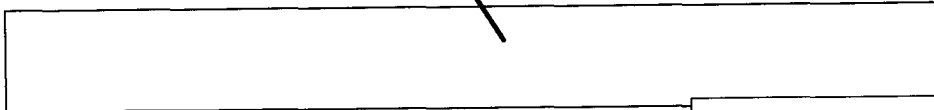
This was done to eliminate inconsistencies in the training of officer students in military history. And specific questions of the history of each branch arm, if not adequately covered in the basic textbooks, may be dealt with in greater detail in lectures and with supplementary training aids.

At the present time in accordance with Order No. 216 for 1961 of the Minister of Defense of the USSR, on the same principle foreign language textbooks are being written separately for students in the command and engineering fields. This procedure of putting out textbooks may, in our opinion, be extended to many other disciplines.

But as for writing textbooks and study aids for operational-tactical disciplines, it is absolutely impermissible for each VVUZ, including engineering VVUZ's, to create its own textbook independently. This will have an extremely adverse effect both on the quality of the textbooks and on the timely introduction of everything new that appears as a result of the development of science, technology, and the combat training of troops.

Improving the organizational structure of VVUZ's is one of the important tasks in further improving the training of officer personnel, and must be directed toward reducing superfluous intermediate levels which prevent more purposeful work in educating and training officer students. Let us take, for example, the question of the faculty level, which has already been raised.

There is no question that where faculties have departments under them, where they do work in planning, organizing, and implementing the training process, the faculty level is fully



justified. In this case, even with a small number of students taking courses, it is possible to combine the supervision of two courses.

But there are still a number of command VVUZ's with a small number of officer students, where the faculty level remains in existence, despite the fact that there is no justification for it whatsoever. The elimination of this level was also dealt with in the article being discussed.

At the present time a great deal of work is being done in higher military educational institutions to seek improved forms and methods of training command-engineer personnel for our armed forces. With the rapid development of military affairs, when solving problems in this area that arise in the VVUZ's it is essential to have a scientific approach and to test in practice the correctness and practicality of the proposals and recommendations that have been made.

What would be of great benefit in this matter would be scientific methods conferences of representatives of VVUZ's, which would best be held at first in branches of the armed forces, and later at the Ministry of Defense level. At these conferences it would be advisable to discuss questions of planning the training process, methods of instruction, the procedure for selecting students for the VVUZ's, the publication of textbooks, and others. The quality of training for commanders and military engineers for the Soviet Army and Navy would also be further enhanced by an exchange of opinions in the press and at methods conferences.

