

Education for Library and Information Science in Russia: A Case Study of the St. Petersburg State Academy of Culture

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Where are you galloping, proud steed, And where will you plant your hoofs?
Alexander Pushkin, "The Bronze Horseman"

This article is an account of the ALISE Visiting Scholar to the St. Petersburg State Academy of Culture's Faculty of Library and Information Studies during the spring term 1996. To organize the analysis, this article adopts the following topics: mission, goals, and objectives; faculty; students; curriculum; and facilities and equipment.

Situated on the south banks of the Neva River, in a prime position looking across at the Peter and Paul Fortress, is the St. Petersburg State Academy of Culture (SPSAC). The academy educates seven thousand students in three faculties:¹ the Faculty of Art; the Faculty of Culture, which includes ballet; and the Faculty of Library and Information Studies. One of Russia's leading institutes² of higher education (there are more than eight hundred such *vysshie uchebnye zavedeniya*³ or VUZs), the SPSAC is one of the premier sites for educating librarians in the country. Having just celebrated its seventy-

fifth anniversary, the Faculty of Library and Information Studies is the oldest such program in the country and perhaps the best known. Nadezhda Konstantinovna Krupskaya, the wife of Vladimir I. Lenin, founded it in December 1918, as the Institute of Extra-Curricular Education.⁴

Educational reform at the university level was well underway in the Soviet Union by the mid-1980s, when the keynotes were "quality, intensification, and efficient planning."⁵ Russian education since *perestroika* (reconstruction) continues to be problematic.⁶

About the Author

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In the aftermath of the collapse of the Soviet Union in 1991, Russian librarians are struggling with a multitude of weighty problems: loss of status and funding, rampant inflation,⁷ inability to continue subscriptions to foreign periodicals, cessation of interlibrary loan activity, virtually nonexistent automation, and confusion as to the proper role for libraries and, more specifically, reference services in the changing society.⁸

That having been said by way of background, the overarching goal of this article is to assist readers in self-reflection about their own educational objectives by adopting an international perspective. By reading, comparing, and contrasting their situation with that in contemporary Russia, readers may come to their own conclusions about the nature of their orientation toward American education for library and information science. Beyond relating some deeply moving personal experiences and insights, the objective of this article is twofold: 1) to document the recent changes in Russian institutions of higher education since the collapse of the Soviet Union; and more specifically, 2) to describe in-depth the current situation in Russian education for library and information science using the SPSAC Department of Library and Information Studies as a case study.

Methodologically, this article draws largely upon the anthropological participant-observer method. In particular, I kept detailed contemporane-

ous notes of my observations and interviews. Because I speak only elementary Russian, an interpreter was present at formal meetings. It is important to state that there is a seven-stage process to collecting information in this situation: what I asked; what the interpreter heard; what the interpreter asked; what the respondent heard; what the respondent reported; what the interpreter heard; what the interpreter told me; and what I heard the interpreter say. If there are errors, then they are due to this process of gathering information. However, in response to my many questions the article has benefited from electronic mail and a document⁹ prepared by the dean of the library faculty. Furthermore, this article has been fact-checked¹⁰; and those individuals who assisted with this step are acknowledged at the end of the article.

The intent of this article is not to embarrass the SPSAC nor its Faculty of Library and Information Studies, nor its dean, professors, or students; nonetheless, my candid assessments appear throughout this article. I am reminded of one Russian student who had worked in the United States; he told me that things are different in Russia and that the Russians should not be embarrassed unless they did not care to improve their own situation. Conceptually, the logical framework for this case study follows the American Library Association's Committee on Accreditation 1992 "Standards for Accreditation": 1) mission, goals, and objectives; 2) curricu-

lum; 3) faculty; 4) students; 5) administration, financial support, and facilities.¹¹ Because the faculty is undergoing its own September 1996 accreditation review, this approach seems doubly appropriate.¹²

Mission, Goals, and Objectives

Other Russian library schools have indicated that they wish "to provide a training [for a] broad-type librarian-bibliographer, the understanding of the library profession as an integral whole,"¹³ but the overarching goal of the SPSAC's Faculty of Library and Information Studies is to prepare the new generation of highly qualified specialists. Their near-term goal is to connect to the Internet so that students can learn about networking.¹⁴ In general, the SPSAC focuses on the information needs of society and believes that a unique feature of the faculty is its liberal arts education with an orientation toward professional librarianship.

In order to accomplish these objectives, the faculty is divided into seven departments: 1) general library science including the history of librarianship; 2) general bibliography and the study of book science; 3) bibliographic humanitarian (humanities) information; 4) department of technical information; 5) department of books for children and young people; 6) informatics¹⁵ and technical aids; and 7) the department of psychology and sociology of reading. The head of each department is called a chief and has an academic appointment in the faculty.

Prior to graduation, students must pass the state examinations (in composition, including Russian literature and foreign literature as well as one foreign language) and write a thesis. Then they are qualified for a variety of potential positions such as manager of libraries,

computer technologist, reviewer-analyst, librarian-bibliographer, or specialist in document retrieval systems.

Faculty

The SPSAC's Faculty of Library and Information Studies employs seventy-six teachers who are well known in Russia and abroad. They are predominantly women, including the dean of the faculty, Professor Yelena P. Sudarikova.¹⁶ Twelve are professors, thirty-four are Ph.D.s, seven are academics¹⁷ of the Academy of Science, and fourteen are assistants of the Academy. Their academic backgrounds cover economics, foreign languages, history, pedagogics, philosophy, psychology, and world culture. In my estimation, the faculty members are barely making ends meet, so morale is low. According to Professor Svetlana Ter-Minasova, "Our Western colleagues would shudder if they knew what we did to get by."¹⁸ During my stay, I became aware that the faculty had not been paid for January or February 1996. While one can admire their dedication, there is little alternative—just unemployment.

Certainly, they must work in the summer or lecture abroad in nearby countries where they may receive a hundred dollars per lecture (see table 1). I believe the practice of moonlighting, called *shabashniki*, is widespread. Interestingly, the average professor's pension is two hundred thousand rubles; in hopes of gaining support from professors in the June 1996 election, President Boris Yeltsin promised to increase it to six hundred thousand rubles.¹⁹

Students

Admission to study in the Faculty of Library and Information Studies at the

Table 1
Compensation of Russian Workers in Rubles and Dollars per Month*

Activity	Rubles	U.S. Dollars
Minimum Wage	R 79,500	\$116.50
Professor's Pension	200,000	41.24
Summer Camp Counselor	300,000	61.85
Librarian with D.Sc.	300,000	61.85
Director of Library	500,000	103.09
English Tutor	720,000	148.45
Accountant	776,000	160.00
Researcher	1,261,000	260.00
Professor, Moscow Academy	1,455,000	300.00
Solicitor	1,940,000	400.00
Chief Accountant	3,880,000	800.00

* During March and April 1996, the rate of exchange was about 4,850 rubles to the dollar. In 1991, the rate was 32 rubles; price controls were lifted in January 1992 and the rate went to 90; by mid-1993, the rate rose to 1,000. The rate as of September 1997 was 5,890.

SPSAC can be characterized as free,²⁰ but competitive—there are six applicants for every position; if an applicant is not successful, she or he can retry the following year. At present, there are seven hundred full-time students, three hundred in the part-time evening program, and more than eight hundred distance education students who are required to come to the academy two times per year for thirty days each time.

The entering students, most of whom are from small families of one or two children, are predominantly young women, sixteen or seventeen years old,²¹ who have high marks (usually a combined score of sixteen or higher) on their entrance examinations over Russian literature, composition and history of literature, history of Russia, and a foreign language.²² The objective of these four entrance examinations is to offer a uniform assessment of students

because secondary schooling can vary (as it does in the United States). This approach does mean that high school grades are not a consideration in the admission process. Furthermore, students must have a maturity certificate for entrance; students also carry their internal passport, dormitory pass, library cards, and monthly bus pass with them at all times. Some administrators characterize the students as shy and romantic, displaying a strong sense of make-believe and a sense of escapism. Some of the students with whom I talked envied the sheltered lives of younger children; in my estimation, adult life is rather harsh for many of them. Yet my observation is that their top students are well educated in high culture.²³

Nonetheless, during the Soviet era some ministerial officials such as Dr. G. P. Fonotov expressed some dissatisfac-

tion with the general results of education for librarianship, saying:

Soviet librarians lack sufficient general education in the areas of culture and science. It is necessary for us to transfer the higher library education of the whole country to the universities. . . . Our institutes of culture, which educate librarians during a four-year post-high school period of training, do not provide this level of cultural background. For scientific, technical and academic libraries we must train librarians with a university education.²⁴

Diploma students and doctoral students are encouraged to participate in the scientific life of the faculty. Scientific activities started in 1926. The Ph.D. program opened in 1927, with the faculty earning the right to award that degree in 1938. Publishing activities started in earnest in 1956. Today, the department holds an annual methodological conference for teachers as well as a science conference for students.

The best students receive a state stipend, which ranges in value. At the time I was there, a top stipend was forty-seven to fifty-three thousand rubles with a 25 percent bonus for excellent grades. However, most of my students told me that their stipend would buy only a single book or a modest meal due to inflation. Hence, many students must work at least part-time.

Living in a major metropolitan area as they do (the population of St. Petersburg is rapidly approaching five million people) means that much of the students' time is spent commuting. No one I met could afford to live close to the academy, so much of the long travel time is due to trying to find more affordable accommodations in the suburbs. While many families may own a car, they only use it for special family occasions. The paved roads are buckled due to late winter thawing and freezing and

the slick tram rails make driving on streets risky. The black Mercedes and BMWs are supposedly owned by the Russian Mafia while the same cars of other colors are those of "new Russians"—entrepreneurs mocked by the working intelligentsia as "uneducated." Fortunately for some students, the Metro is inexpensive (twelve hundred rubles per trip) with monthly passes and discounts for students; Metro cars come promptly, but are frequently crowded, if not packed. Trams and trolley cars are dilapidated, less frequent, and so not dependable; students walk many places.

For many students, there seems to be a crisis of confidence regarding their chosen profession. At least one expressed the desire to do their own thing and be left alone; perhaps this attitude is best captured in the Russian phrase *nichevo*—which literally means "nothing"—but comes across as "never mind, don't let it bother you, there's nothing you can do about it, so don't bother me."²⁵ There is some debate about what work in a library means. (For example, some students told me that they thought it was boring, handing out books to people; I agreed that it was, if that was what being a librarian meant.) Some want to be secretaries in a firm, translating and interpreting, but I am not certain that they can type. Others want to be information managers in firms. One major difference is that students must now find their own jobs through agencies or connections (*blat*); previously, the state assigned them a position upon graduation whether they liked it or not.

Most students live with their parents; the average commute to school is a long one—perhaps an hour each way—due to the necessity of living outside the expensive Nevsky Prospekt district where the academy is located. Living conditions vary. Some live in a space as small as 144 square feet with

their parents, without a shower or toilet. Others may live in 378 square feet and share a bedroom with a younger sister. The quality of the high-rise apartment buildings that I saw on three different occasions could be characterized as shoddy and run-down. Still, some families have an answering machine and a fax machine. Several have dachas²⁶ outside the city about one to two hours by train. Generally, students are not afraid of crime, though they all seem to know many people who had been robbed. If they do not live at home or with relatives such as a granny, they can be accommodated in the student dormitory (see discussion below) three Metro stops north of Nevsky Prospekt.

Student social life is not like ours. Judging from student self-reports, their lives are rather routinized: study and sleep.²⁷ Yet, the workload seems comparable to ours. I do not want to leave the impression that their lives are completely cheerless and bleak, yet at times it struck me as so. Their students have a certain external toughness, but it weakened as Easter approached and the weather improved.

I did not often observe students eating at the academy cafe. I was told that it is too expensive for many of them. On the exterior, students, like other Russians, do not have "a tradition of superficial warmth."²⁸ However, they quickly open up and will divulge intimate details of their lives. At least one of my students had never been inside a restaurant, as opposed to a cafe. They do go to discos, pubs, and the occasional rock concert.²⁹ They certainly smoke with friends. Many students expressed interest in high culture: the theater, plays, concerts, and comedies.

Curriculum

Recently the department shifted from a

four-year to a five-year program, resulting in a diploma equivalent to our first university degree with an upper class concentration in librarianship like our MLIS. Organized into two semesters (with six-day weeks), the new curriculum is equally divided between courses on the humanities (50 percent) and courses on library and bibliographical subjects (50 percent), of which 30 percent is devoted to theoretical professional training in the field of librarianship, bibliography, bibliology, and information science, and 20 percent is devoted to differentiated training toward satisfying either general (adult and children's) or professional requirements of readers (in the fields of humanities and technical sciences).³⁰

Students can major in library management; management of publishing houses and the book trade; librarian-bibliographer of rare books and manuscripts; the sociology of reading for adults and children; the bibliography of children's literature; or specialize in library automated information systems. In the third, fourth, and fifth years of their program, students might have the hands-on opportunity to work in libraries, information centers, and firms. Special attention is given to the language preparation of students so that they have the opportunity to study two foreign languages from among English, French, German, and Japanese. Overall, the hope is that students will possess "a high level of general culture and education, wide erudition, and a deep understanding of the social, moral, and esthetic significance of their profession."³¹ It is not yet clear to me how the collapse of Russian communism, and the subsequent political, philosophical, and ideological shifts, has changed the actual content of courses.

My firsthand observation is that the academy's classroom discipline is somewhat freer than our graduate in-

Table 2

The Russian Numeral Grading System with American Equivalents

Numeral Grade*	Russian	English	Letter Grade	GPA
5	Otlichno	Excellent	A	4.0
4	Choroshof	Good	B	3.0
3	Udovletvoritel'no	Satisfactory	C	2.0
	Zachot or Zachteno	Pass (P/F)	P	
2	Plokho	Fail ^{††}	F	0.0

*The grade of one (1) is not used at the university level.

†The Library of Congress transliterates the number four (4) from Russian as "Khoroshof."

††A two (2) is sometimes translated as "very poor."

SOURCES: Personal interviews; UCLA Graduate Division, *International Application Review Guide*, 277.

struction. Some students volunteered the fact that they found classroom instruction boring and would use the pretext of having to use the restroom to go out in the hallway to smoke.

In the midst of the library studies program are some commercial students preparing for secretarial specialties (in the first year, they are given an introduction to computers; in the second year, they are introduced to Microsoft Windows; and in the third and fourth years, they build databases). As mentioned above, there is a certain crisis of confidence about their chosen career because of low salaries, nonpayment of these monies, and the perceived lack of jobs in state-supported libraries. In their final year, students do write a thesis for their diploma; interestingly, their professor assigns the topic, although senior students may choose their professors.

As in the United States, examinations are a big deal, and the students—having survived their January exams—were already thinking about June, when they had five more examina-

tions as well as six course tests. As mentioned above, student assessment in Russia³² is rather different than in the United States and is therefore worth describing at some length. Several students described the examination process: Ten questions are prepared in advance by the professor. The student comes into the room individually and picks a question off the desk at random. They may decline to answer this question, but they will be marked down a grade if they ask for another question. They have ten minutes (or longer) to compose themselves, prepare an answer, and then deliver it orally. The professor may interrupt to ask probing questions, for only in this way can examiners "see whether a student really understands the subject or simply has memorized it well."³³ Before recording a grade, the professor may tell the student what the likely grade is; if there is agreement, then that is the grade that is recorded.

If the student disagrees, the professor can probe further, and finally the student can understand what it is that

the professor finds troublesome in his or her response. The student has the right to sit repeatedly, up to as many as four times. If the student continues to disagree, then a board of examiners consisting of the original professor plus three faculty members, including the head of the department, can reexamine the student. A failure at this point usually means expulsion, though the student has the option of withdrawing to avoid this result. This process means that the professor either spends a brief amount of time (ten to fifteen minutes in the case of an outright failure or an exceptional student) or rather longer (up to two hours if the situation is a good versus a satisfactory).

At other times, the examination is written and some students mentioned the use of crib sheets. Some professors may pick them up, although some students told me that they could see another student using such cribs, but the professor would not pick them up. Superficially, the curriculum seems to stress memorization and many students could quote me long passages from Russian writers such as Lomonosov, Lermontov, Gogol, Dostoevsky, and Tolstoy as well as poets including Pushkin and Akhmatova; one even quoted a lengthy portion of Robert Burns to me in English. In any event, test scores are recorded in the student's booklet (see table 1) and, as mentioned above, tests can be taken one or two more times if they fail the first time. The two-month summer holiday runs from July 1st through the end of August.

Facilities and Equipment

This section examines the situation regarding the academy's facilities: its buildings and classrooms, library, photocopiers, computer laboratories, and student dormitory.

Buildings and Classrooms

The academy occupies two converted palaces overlooking the Neva. The eastern-most building belonged to the Prince of Oldenburg and is the former British Embassy. Entering from the north side of that building, casual visitors may be asked to show a pass and advised where they can check their coats (at the downstairs cloakrooms). While the building's location is spectacular, things inside are spartan and bare. Evidence of deferred maintenance is everywhere: the potentially beautiful wooden floors lack varnish; there is chipped tile work; and graffiti exists in the bathrooms, elevators, and elsewhere (though the public bathrooms are easily located). Furthermore, the building's conversion has made a warren of the place. Perhaps, however, the restoration in progress will improve the situation. While I found it easy to use the Metro and arrive at the academy, I could never return to the same classroom or office without substantial directional assistance; signage would greatly aid the casual visitor.

There are two different types of classrooms: tiered-lecture rooms called auditoria, and offices. All of the rooms I visited were minimally appointed with desks and chairs. Several had no blackboards, and those that did invariably had no chalk available. Fortunately, one of the students made sure I came prepared with my own. Other ALISE visitors made use of over-head projectors.

The Library

The academy's library is located on the fifth floor, having recently relocated from the third due to restoration in that part of the building. The library is supported by fifty-six librarians and contains six hundred thousand books,³⁴

journals, newspapers, and documents in closed stacks. The library added eight thousand new titles in 1995, of which twenty-five hundred were government documents, primarily from the mayor, president, and Ministry of Higher Education. Approximately 25 percent are textbooks and pedagogical materials. Twenty-five percent of the collection is foreign material, primarily English and German. Apparently, there are two reading halls in the dormitory, but I did not see them. Books and other material are cataloged on an in-house system using IBM-compatible computers (one was a Dell 30MHz machine).

The library is organized along departmental lines. One is the textbook department, which has multiple copies of texts. Students can go there and ask for titles by showing their ID. Loan periods range from a semester to one year. In the Department of Science and Technology, the student gives a slip to the attendant and one to two hours later the item is available at the desk; loans are for two weeks. The Department of Rare Books contains nineteenth century art albums, rare journals from before the revolution, and documents related to the history of the institute.

Photocopying

American students and faculty take photocopying for granted. In the academy and libraries of St. Petersburg, there is no self-service photocopying. It is six hundred rubles at the academy and ranges from five to nine hundred rubles at the other libraries. Due to paper shortages, it may not be available at all.

Computer Laboratories

I was told that 70 percent of the students had access to computers, but my informal survey suggests otherwise. Most

did not have one, or if they did, it often did not work. I did observe a computer in the dean's office. Next to the student dormitory, the academy has a computer laboratory with two fairly large rooms housing eight to ten PCs each.³⁵ One room has ten IBM PS2 Model 65SX computers around the perimeter along with a dozen keyboards situated in the center of the room for typing practice. The day I visited the other room, a class was using Paintbrush running under Windows 3.1. Norton Commander is used as a shell. There is no e-mail capability nor are there any local area networks.

Student Dormitory

Located three Metro stops north from Nevsky Prospekt on the blue line is the student dormitory stop, Chornaya Rechka. The dorm itself is a ten-minute walk from the Metro station. Upon entering the dorm through two sets of doors, one confronts the control desk monitor or *dezhurnaya*, a duty-woman. Visitors must leave their ID with her. Behind her is a fellow dressed in fatigues. The six-floor dormitory reserves the top floor for foreigners. Each floor has a receptionist (with whom you leave your keys upon going out and pick up your keys upon returning), a common kitchen, and a television room (which has a color TV with six Russian channels that feature advertisements for cellular phones and some of our junk culture, like the soap opera "Santa Barbara"). The sleeping room had a common entrance (where an apartment-sized refrigerator is kept) and a separate shower and sink as well as a separate toilet, sink, and mirror. Toilet paper was always available and decent.³⁶ My hundred-and-twenty-square-foot room consisted of two pine beds, a desk and two chairs, two small coffee tables, a five-shelf bookcase, a mirror, a warm radiator, a two-door closet, and a hand towel.

Towels are properly hung by loops on bare hooks. In short, the dorm reminded me of 1940s church camps or our 1960s student dorms—simple and austere. The room did afford an engaging view of the littered courtyard³⁷ where neighbors talked, walked dogs, and beat rugs, and where children played in the water from the melting snow. Local phones are located on the first floor where a line of students forms nightly. The dorm cafe was open, but would never serve the other ALISE scholar or me, despite our polite inquiries.

Generally, students cannot afford "flats," or what Americans call apartments. In St. Petersburg, one room rents for thirteen to twenty thousand rubles; two rooms range from fifteen to twenty-five thousand rubles; and three-room flats from forty-five to sixty thousand rubles.³⁸

Book Stores and Kiosks

While students may check books out of the textbook department of the academy library, I got the impression that some of them would just as soon borrow books from their colleagues. There is a small kiosk selling books at the academy. Otherwise, students visit the local bookstores, including Dom Knigi, the largest bookstore in St. Petersburg. It is worth describing this store. Designed by Susor, the 1907 Moderne Style building once housed the Singer Sewing Machine Company, but now books are located on the first two floors. The store is organized into ten categories or departments with a counter for each: 1) philosophy, law, sociology, and economics; 2) automotive and transportation literature; 3) computer software and documentation; 4) school textbooks and items for teachers and children; 5) school supplies; 6) titles related to animals and how to care for them; plants;

and biology; 7) medicine, sports, and health care as well as English and French material; 8) literature for children; fiction; and poetry; 9) art books, maps, and posters; and 10) souvenirs. Most of the English language material is business- or computer-oriented.

The queuing mentality is still present. For example, to purchase a book, one stands in line behind one of the ten counters to ask for it, stands in another line to pay, and finally stands in line again at the original counter to pick up the book. The self-service concept has not arrived in bookstores, but is present in mini-marts on Nevsky Prospekt. In addition to the Dom Knigi, I visited several other bookstores, including an antiquarian shop, a used bookstore, and an art bookshop. They all operate on the same queuing principle.

More popular material can be purchased at any Metro station. Tables are set up with fiction and newspapers. "There is almost no serious literature since few people are reading it now."³⁹ VCRs are now common enough, so that videos can be rented or purchased at kiosks as well. A deposit of 15,000 rubles or a passport serves as security on rentals. American films dubbed into Russian are available, but many are bootleg copies, some with the academy's disclaimer not to reproduce this copy still on them. When purchasing a video, one commonly keeps the receipt because the often-poor quality will cause one to return the tape.

Conclusions

In summary, while "Russia has built a first-class education and research system and an impressive if uneven technological empire,"⁴⁰ higher education, including education for librarianship at St. Petersburg, is in a state of crisis due to the traditional linkage of education

and government support. *Glasnost* (freedom of speech) and *perestroika* (restructuring) have brought about some changes. But there is the potential for political and economic instability, which the June 1996 elections have not resolved. Nonetheless, the faculty continues to move forward as best it can.

Goals and Objectives

Based on my interview with the dean and a document prepared for me, I believe that they are future-oriented and will not succumb to a "Why care?" attitude.

Faculty

Indeed, the faculty must think that their world is upside down.⁴¹ Salaries must be paid promptly by the state and raised to keep up with inflation. Otherwise, the faculty will not be able to direct their intellectual efforts on the curricular implications of: 1) shifting from a producer to consumer economy; 2) the typical Soviet assertion that "enterprise is shameful"; 3) resolving the informational needs of the "uneducated" new Russian entrepreneurs.

Students

I came away with the distinct impression that the academy's students were well educated. Perhaps one of the best things American LIS programs could do is to institute a student exchange program to give such excellent Russian students an opportunity to experience the American educational system firsthand. One hopes that the crisis of confidence is a transient thing.

Curriculum

The Russian approach to assessment places more emphasis on the student's

oral communication skills. In some ways, grading is less stressful than the American experience; it is a negotiated situation wherein the student almost always understands why she or he received a specific grade. Students cannot say that a professor "gave" them a grade. The faculty expressed interest in hospital information systems, and I believe they have a large opportunity if they add a business information resources course to their curriculum.

Facilities and Equipment

As mentioned above, there is strong evidence of deferred maintenance, but restorations are underway in parts of the building. They certainly must make a major technological investment if they are going to close their computer gap. While the situation may be grim, I do not believe that it is hopeless.

In conclusion, I hope that the worst is behind them. One of the threats to their success may be our own cultural imperialism. We must learn their language and culture in order to be fully sensitive to their educational issues. I have great confidence in their abilities. They can and should take pride in what they have accomplished during the Soviet era of librarianship. Maybe everything seemed clearer in former days, but when Russians mount up, they ride fast—where they gallop should be the issue.

Acknowledgements

As one of the two ALISE Visiting Fellows for 1996, I wish to thank the St. Petersburg State Academy Faculty of Library and Information Studies' dean, Professor Yelena P. Sudarikova, as well as the faculty of the Academy, especially Professor Galina F. Gordukalova, head of the Department of Bibliographic

Humanitarian Information, which hosted my visit. In particular, I wish to name all of the generous student guide-interpreters who made sure I saw what seemed like every park, palace, museum, library, gallery, canal, bridge, and other cultural site in St. Petersburg: Inna A. Iljinskaya, Anya Ludikova, Nadya Mezentseva, Polina Nikiforova Maria Nesvit, Katya Petrova, Lena Petrova, Helen Pogorelova, and especially Elena Valinovskaya, who volunteered above and beyond the call of duty. Thanks to Vadim Boyko, who translated one of my lectures, and to Luda Schmidt of the Los Angeles Public Library's International Languages Department who translated the Russian typescript for me. This report benefited from interviews with Dr. Ekaterina Stepanovna, librarian of the academy, as well as Dr. Irina L. Klim, director of the American Center Library and former head of the distance education division.

Furthermore, I must also express my appreciation to several others: Dr. Timothy Sineath and Penny DePas of ALISE for coordinating the grant program; Dr. Pamela Spence Richards of Rutgers University, who sought the initial support for this project from IREX and the H.W. Wilson Foundation. Finally, I was greatly assisted by discussions with Dr. Terry Crowley of San Jose State University, who served as the 1995 Visiting Fellow, and with Dr. Barbara Moran of the University of North Carolina, who was the other ALISE Visiting Fellow to St. Petersburg in 1996.

References and Notes

1. Just a few words about terminology; in Russia, a faculty is a group of professors; the director is equivalent to the departmental chair in American universities; and a rector is the same as a dean. Furthermore, when speaking colloquially, an

American may say school, but that means secondary school to most Russians.

2. An institute implies a single unit whereas an academy has several units. Furthermore, the recent Russian terminological shift also parallels somewhat the 1960s American fashion of identifying an institution of higher education as a college, but preferring university instead for obvious status reasons. Hence, the St. Petersburg Institute was renamed an academy for reasons of accuracy, prestige, and funding. Furthermore, the placement of the faculty within an academy of "culture" is part of the Leninist ideological approach to the development of human potential; see M. V. Rauzen, "Cultural-Educational Work," in *The Great Soviet Encyclopedia*, vol. 13, 294-95.
3. Throughout this article, the transliteration follows the Library of Congress 1991 convention; see table 27.2 in "Modern Russian," in *The World's Writing Systems*, eds. Peter T. Daniel and William Bright (New York: Oxford Univ. Pr., 1996).
4. K. I. Abramov, "System of Training Library Workers and Improvement of their Professional Skill in the U.S.S.R.," paper presented at the First Soviet-American Library Seminar, Washington, D.C., May 4-6, 1979; reprint ed., Bethesda, Md.: ERIC Document Reproduction Service, 1979. ED 176 723. For more background information on Krupskaya, see the brief article by Sofya Levidova, "Nadezhda Krupskaya: Lenin's Wife, Friend and Colleague," *Soviet Life* (July 1976): 35-37, as well as the book-length treatment by Boris Raymond, *Krupskaya and Soviet Russian Librarianship, 1917-1939* (Metuchen, N.J.: Scarecrow, 1979).
5. *The Cambridge Encyclopedia of Russia and the Former Soviet Union*, S.v. "Education" by John Dunstan.
6. Robert L. Jacobson, "Top Official Answers American Questions About Higher-Education Changes in Russia," *Chronicle of Higher Education* 34 (March 16, 1988): A41, A44.
7. For example, US\$1=700 rubles in early 1993; 1,500 by early 1994; 1,950 rubles in May and June 1994; 4,600 rubles in May

- 1995; and 4,850 rubles in March and April 1996.
8. Rolf Swensen and Suzanne Garrison-Terry, "Dispelling the 'Old Green Spinach': Impressions of Bibliographic Instruction in Eastern Europe," *Research Strategies* 12 (Spring 1994): 95.
 9. Yelena P. Sudarikova, "Department of Library Studies and Information of the St. Petersburg State Academy of Culture," undated Russian typescript, circa April 12, 1996.
 10. Irina L. Klim, formerly head of the distance education program, now Librarian of the United States Information Services's American Center, helped verify numerous points. I have also conducted a literature review through such indexes as *Magazine Index*, *LISA*, *ERIC*, *Library Literature*, and *Sociological Abstracts* using such keywords as "Russia, St. Petersburg, higher education and library?"
 11. American Library Association, *Standards for Accreditation of Master's Programs in Library and Information Studies* (Chicago: ALA, 1993).
 12. Some of the Russian accreditation process established by the State Committee on Higher Education "parallel[s] the American system of accreditation. Each institution must prepare a detailed self-study, including documentation of its curriculum, facilities, faculty qualifications, and student test scores. When the study is complete, a panel of experts selected by the committee will visit the institution for about a week and then recommend whether accreditation should be granted"; see "Private Universities Face Review in Russia," *The Chronicle of Higher Education* 42 (June 7, 1996): A35.
 13. Zazersky and L. Trapeznikova, *New Conceptions of Library Education in the USSR* (Leningrad: Leningrad State Institute of Culture, 1991), 4.
 14. This goal may be easier to accomplish now that the Soros Foundation has indicated it will provide \$130 million for thirty university-based Internet centers; see Andrey Allakhverdov, "High-Speed Network Will Link Russia's Far-Flung Universities," *Science* 273 (August 2, 1996): 594.
 15. This department has had a distinguished history including early work on informatics; for example, a 1968 preliminary syllabus proposed to cover: informatics as a scientific discipline; organization of information work; information provision techniques; and information retrieval machinery, according to A. V. Sokolova and A. I. Mankevich, *On the Teaching of the Course "Scientific Information" at the N. K. Krupskaya Leningrad State Institute of Culture* (Wright Patterson AFB, Ohio: Air Force Systems Command, Foreign Technology Division, 1968).
 16. For a better understanding of women as members of the working intelligentsia, see Richard Stites, *The Women's Liberation Movement in Russia: Feminism, Nihilism, and Bolshevism, 1860-1930* (Princeton, N.J.: Princeton Univ. Pr., 1978). Someone needs to update William M. Mandel's *Soviet Women* (Garden City, N.J.: Anchor Books, 1975).
 17. "An award and a title bestowed for outstanding research. It is not a teaching rank, but its status is higher than that of a professor." See Genevra Gerhart, *The Russian's World: Life and Language*, 2d ed. (New York: Holt, Rinehart and Winston, 1995), 237, n. 2.
 18. Carol J. Williams, "Russia's Reemerging Bourgeoisie," *Los Angeles Times*, (May 11, 1996), A6.
 19. "Yeltsin Pledges Teacher Support," *The Moscow Times* (March 29, 1996), 6.
 20. According to article 43, point 3 of the *Constitution of the Russian Federation* (Moscow: Legal Literature Publishing Company, 1993) as approved by the National Referendum, Dec. 12, 1993.
 21. Boris Raymond, "Russian Education for Library and Information Service," *Canadian Library Journal* 48 (Dec. 1991): 401.
 22. E. J. Zazersky, "System of Librarians' Training in the U.S.S.R.," *International Library Review* 6 (March 1974): 223.
 23. For example, during a discussion about Greek philosophy, one of my Russian students said, "Wait, I know. *Gnothi seauton*—Know thyself."
 24. Personal Interview with Dr. G. P. Fonotov

- by Dr. Boris Raymond, December 1989; cited in note 21 above.
25. Hedrick Smith, *The Russians* (New York: Quadrangle Books, 1976), 111.
 26. "Dachas is one of those magical elastic words in Russian that conceals more than it reveals. Above all, it signals escape from the crowded city into the calm of the Russian countryside. Rather conveniently, it blurs social differences; sometimes it sounds far grander than reality, sometimes, more modest. Perhaps that is why Russians are so fond of using the word," Smith, *The Russians*, 37.
 27. In this respect, students seem to be taking Lenin's advice: study, study, and study.
 28. James Jenkin, *Russian Phrasebook* (Hawthorn, Victoria, Australia: Lonely Planet, 1991), 6.
 29. A ticket to a concert by Agatha Christie, a Russian rock group popular with at least one student, cost twenty-five thousand rubles. For a good discussion of such contemporary issues, see Richard Stites, *Russian Popular Culture: Entertainment and Society Since 1900* (New York: Cambridge Univ. Pr., 1992).
 30. Mohammed M. Aman, "Education for Library and Information Science in the Soviet Autonomous Republics," *Journal of Information Science* 19 (1993): 158.
 31. Valentina S. Lesokhina, "Problems of Training Library Personnel in the USSR," *Journal of Education for Library and Information Science* 25 (Winter 1985): 202.
 32. S. S. Sazhin, "Assessment in Russian Universities," *Higher Education Review* 26 (Spring 1994): 9-16.
 33. *Ibid.*, 12.
 34. *The World of Learning*, 1995 (45th edition) says 600,000 volumes on page 134.
 35. Interview with Professor Terry Crowley, May 21, 1996.
 36. Note, however, that Russian toilet paper ranked at the bottom of a recent survey; see Gene Sloan, "USA's Toilet Bowl 'Em Over," *USA Today*, March 1, 1996, E-3. (Contra Sloan, their paper is no longer filled with wooden splinters.)
 37. One of the students warned me not to look down because of all the trash. Apparently, Russia has relaxed enforcement of their anti-littering laws.
 38. "Apartment Prices—It's Expensive to Live in St. Petersburg," *St. Petersburg Today*, March 1996, 3.
 39. Galina Dutkina, *Moscow Days: Life and Hard Times in the New Russia* (New York: Kodansha International, 1995), 14.
 40. Daniel Yergin and Thane Gustafson, *Russia 2010: And What It Means for the World*, The Cera Report (New York: Random House, 1993).
 41. Further evidence can be found in Carol J. Williams, "A Role Reversal in Russia," *Los Angeles Times*, August 15, 1996, A1, A16-17.