

# **COMMUNIST EDUCATIONAL POLICY (1948–1960): LONG-TERM GOALS, RECCURING FAILURES AND THE RECONSTRUCTION IN 1960**

**JANA BRHELOVÁ – PETRA HALÍKOVÁ**

## **Abstract**

Following research is focused on communist educational policy and its influence on the development of Czechoslovak university education in the economic field in the years 1948–1960. Attention is paid to the development of the University of Economics in Prague, which played the most important role in the field of economic education in Czechoslovakia and which was within the examined period under the strong influence of the Communist Party. The research objective is to analyse the goals that the Communist Party of Czechoslovakia had set and assess the extent to which effort to achieve these targets was successful. Communist Party in the long term wanted to find the way how to put the Soviet model of university education into practise in Czechoslovakia. Main aim was taking the control over science and educational institutions. Emphasis was placed on the teaching of Marxism-Leninism and upbringing new socialist intelligentsia. The most extensive changes in communist educational policy had been implemented between 1949–1953 and in 1960 during the period of so-called Reconstruction. Changes and reforms realized in the years 1945–1960 had not brought the expected results and implemented educational policy was largely unsuccessful. Research is mainly based on unpublished sources from the largest Czechoslovak economics teaching university, University of Economics in Prague, and unpublished sources from Czech National Archives in Prague.

## **Key words**

Czechoslovakia, Communist Party of Czechoslovakia (Komunistická strana Českoslovenka, KSČ), educational policy, university education, socialism

## **JEL classification**

N5, H1, H10. P10, P21, P35

## Introduction

Following research is focused on communist educational policy and its influence on the development of Czechoslovak university education in the economic field in the years 1948–1960. Research on a specific example of the University of Economics in Prague analyses the goals that the Communist Party of Czechoslovakia (Komunistická strana Československa, KSČ) had set and appraises the extent to which effort to achieve these targets was successful. Furthermore research assess failures and points to persisting deficiencies in educational policy and discusses the possibility of their solution through the so-called Reconstruction of Czechoslovak university education implemented in 1960.

Research is mainly based on unpublished sources from the largest Czechoslovak economics teaching university, University of Economics in Prague<sup>1</sup>, which was thorough examined period under the strong influence of the Communist Party of Czechoslovakia.

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<sup>1</sup> The University of Economics in Prague was founded in 1953. Since its establishment the university was under the strong influence of the Communist Party. KSČ also had a strong influence on the predecessors of the University of Economics. In 1948 University of Economic Sciences was founded. Main aim of this university was to secure the future education of politically conscious and well-qualified cadres. Attempts to achieve these goals began soon seem inappropriate for Communist Party. The University of Economic Sciences was closed after a year of existence. It was replaced by the University of Political and Economic Sciences, which has been systematically fully involved in the planned construction of socialism. Teaching proceeded in order to establish Marxism-Leninism as the only possible ideological concept and in order to educate a new generation of socialist intelligentsia. Economic Faculty of the University of Political and Economic Sciences became the basis for the creation of the University of Economics in Prague in 1953. All three aforementioned institutions were under the strong influence of the Communist Party, which had an impact on the development of schools and attitude towards students. ZÁVODSKÝ, Prokop. Přehled vývoje vysokého ekonomického školství na našem území (Overview of the development of university economic education in Czechoslovakia). In: *80 let vysokého ekonomického školství na území České republiky (80 years of university economic education in the Czech Republic)*, Praha 1999, pp. 22–86; DEVÁTÁ, Markéta. Vysoká škola politických a hospodářských věd a problém (dis)kontinuity výuky ekonomie v letech 1949–1953 (The University of Political and Economic Sciences and the problem of (dis) continuity of teaching economics in 1949–1953). In: DOLEŽALOVÁ, Antonie et al. *Učíme ekonomii 90 let (Teaching economics for 90 years)*, Praha 2011, pp. 79–85; NOVOTNÝ, Lukáš – SKŘIVAN, Aleš jr. – HALÍKOVÁ, Petra. Založení Vysoké školy ekonomické v Praze (1953) (Foundation of the University of Economics in Prague (1953)). In: SKŘIVAN, Aleš jr. – TÓTH, Andrej (eds.). *Dějiny VŠE v Praze I. Cesta ke vzniku VŠE v Praze. Historie vyššího ekonomického školství v českých zemích v situačním kontextu ve vybraných státech střední Evropy (History of University of Economics in Prague I. Journey to the formation of University of Economics in Prague. The history of higher economic education in the Czech lands in the context of development in selected countries of Central Europe)*, Praha 2014, pp. 99–107.

# 1 The development of university education and the policy of the Communist Party of Czechoslovakia in the 1948-1960

After the end of Second World War Czechoslovakia began to pass through a period of great changes that have affected its development for the next few decades. It was not only a change in the political but also the economic and social. A general inclination to left-wing political beliefs and left-wing oriented economic thinking were soon after the war manifested in all spheres of life.

Above mentioned changes significantly influenced the development of the Czechoslovak university education mainly in economic field. Concerning the strengthening the position of the Communist Party of Czechoslovakia and general tendency to left-wing opinions promoting the nationalization and other significant changes enhancing the role of the state in the economy, it was necessary to adapt the concept determining the direction of future development of university education to the new needs of the state and the Communist Party.<sup>2</sup>

In terms of long-term development of the relationship between universities and state power, February 1948 can be considered as a turning point. Having regard to the development of Czechoslovak education policy even the year 1945 was significant milestone because of very strong position of Communist Party and its considerable influence on government decisions on the postwar development of Czechoslovak policy.<sup>3</sup>

After the war the education was not restored only at the universities closed by the Nazis during the war. In addition, there were established completely new institutions. The foundation of new universities was conditioned by two factors – the high number of the applicants for the studies and the need to ensure new concept of political and social education. These university institutions were supposed to be a model of a proper political and organizational establishment for the other restored universities. Education at these universities was based on new communist concept of science and educational policy.

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<sup>2</sup> NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, pp. 99–107.

<sup>3</sup> *Košický vládní program. Program nové československé vlády Národní fronty Čechů a Slováků (Programme of the new Czechoslovak government of the National Front of Czechs and Slovaks adopted in Kosice in 1945)*, Praha 1984, pp. 31–35.

The changes were made along the lines of the educational and science policy applied in the Soviet Union.<sup>4</sup>

The period between the years 1945–1947 was mainly characterized by the intention to solve the current issues (unusually high number of the applicants, the lack the teaching staff<sup>5</sup>) and the attempts to realize the changes in the organization of Czechoslovak university education (the abolition of German university institutions, the restoration and a reorganization of Czechoslovak universities and the foundation of new institutions). The issue of possible ideologization of the universities was, as a result of the need to solve the problematic situation described above, a little omitted in the first post-war years.<sup>6</sup>

There was carried out the process of so-called Democratization of the education system alongside the foundation of new universities. The aim of these activities was to enable the education, concerning even the university education, to the broadest social strata.<sup>7</sup>

February coup became an impulse to implement further changes. The period of 1948–1953 was the time, when the proper way to reorganize the university education and new

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<sup>4</sup> DEVÁTÁ, Markéta – OLŠÁKOVÁ, Doubravka. Ideologizace vědy a školství, 1945–1960 (Ideologisation of science and education, 1945–1960). In: DEVÁTÁ, Markéta – OLŠÁKOVÁ, Doubravka – SOMMER, Vítězslav – DINUŠ Peter. *Vědní koncepce KSČ a její institucionalizace po roce 1948 (Research conception of the Communist Party and its institutionalisation since 1948)*, Praha 2010, pp. 22–29; *Košický vládní program*, pp. 31–35.

<sup>5</sup> Teaching corps were weakened for several reasons. Part of teachers became victims of Nazi persecution, some teachers have decided to stay after the war abroad and a considerable part did not pass the post-war screenings of national reliability and for this purpose could not return to teaching. CHALUPECKÝ, Petr – JOHNSON, Zdenka. Srovnání vývoje českého a slovenského vysokého ekonomického školství mezi 1945–1953 (Comparison of Czech and Slovak high economic education between 1945–1953). In: SKŘIVAN, Aleš jr. – TÓTH, Andrej (eds.). *Dějiny VŠE v Praze I. Cesta ke vzniku VŠE v Praze. Historie vyššího ekonomického školství v českých zemích v situačním kontextu ve vybraných státech střední Evropy*. Praha 2014, pp. 155–160.

<sup>6</sup> URBÁŠEK, Pavel – PULEC, Jiří. *Vysokoškolský vzdělávací systém 1945–1969 (University education system 1945–1969)*, Olomouc 2012, pp. 9–17; DEVÁTÁ – OLŠÁKOVÁ, pp. 24–33.

<sup>7</sup> NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, p. 101; DEVÁTÁ, Markéta. *Marxismus jako projekt nové společnosti. Dvě studie ke společenským vědám 1945–1969 (Marxism as the project of a new society. Two studies to the social sciences 1945–1969)*, Praha 2014, pp. 18–19; DEVÁTÁ, Markéta. *Vysoká škola politických a hospodářských věd (The University of Political and Economic Sciences)*. In: SKŘIVAN, Aleš jr. – TÓTH, Andrej (eds.). *Dějiny VŠE v Praze I. Cesta ke vzniku VŠE v Praze. Historie vyššího ekonomického školství v českých zemích v situačním kontextu ve vybraných státech střední Evropy*, Praha 2014, pp. 83–86.

concept reflecting the turnover in the political development of Czechoslovakia should be found. The process of the changes, which began in 1945, was not crucially interrupted.<sup>8</sup>

Beginning 1949 the period of university education transformation has fully started. There were ideological campaigns as well as political purges. Mass tendency to control public life were manifested. The ideological transformation and Sovietization – the acceptance of patterns and findings of the USSR – was projected into the development of the university education and science, which the Communist Party of Czechoslovakia wanted to control. Marxism-Leninism was enforced as the only possible scientific method. The political education, which should guarantee the proper ideological results, became the key issue. For this purpose reform of university education was planned. This reform incorporated the focus on the content changes within education together with the requirement (earlier stated by the Communist Party) to accept the applicants with working-class origins. Another major change was the onset of teaching Marxism-Leninism at all universities.<sup>9</sup>

In 1950 the Communist Party began to focus primarily on the upbringing of the new socialist intelligence. There were expected that new graduates would origin from the working-class and would be connected with it via ideology as well as class. New socialist intelligence was to replace the current intelligence which was perceived as unreliable and disloyal to the new regime. The upbringing of new cadres should be carried out within the shortest possible period. Stated goals were to be achieved on the basis of already enforced changes within the class origins of the students. Among other steps supposed to be realized belonged organizational and content changes in the system of university education alongside the alteration of teaching and learning methods. The crucial issue remained the query of the teaching staff – there was still a lack of reliable, professionally and politically conscious teachers. In that respect the Communist Party could not rely solely on the influx of new teachers. Therefore, they also pursued re-education of the current teachers.<sup>10</sup>

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<sup>8</sup> DEVÁTÁ – OLŠÁKOVÁ, pp. 33–44.

<sup>9</sup> DEVÁTÁ, *Vysoká škola politických a hospodářských věd*, pp. 83–84; DEVÁTÁ – OLŠÁKOVÁ, pp. 33–58; *Národní archiv (NA) (Czech National Archives, Prague)*, coll. Kulturně-propagační oddělení ÚV KSČ (Cultural–promotion Department of Central Committee of the Communist Party of Czechoslovakia), unit 321.

<sup>10</sup> NA, coll. Kulturně-propagační oddělení ÚV KSČ, unit 321; NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, pp. 99–109.

Majority of above mentioned changes was from the legislative perspective approved by the University Act of 1950. Based on this law universities were permanently under the control of the Communist Party and systematically incorporated into the planned construction of socialism. Changes would be conducted along with lines of the Soviet Union.<sup>11</sup>

Important changes made in university education in the period 1948–1953 were crowned by its reorganization in 1953. This led to the changes in organizational structure of already existing schools and also to the foundation of new university institutions. Within the reorganization process there were established seven new universities. Among these universities was also the University of Economics in Prague. The institutions should be formed along the lines of Soviet institutions. The most extensive changes after 1948 have undergone economic and social sciences. These became the base for development of education and research activities carried out in accordance with the promoted Marxist-Leninist ideology. Generally, scientific and educational fields important for the production practice began to be preferred. Emphasis was put on the establishment of technical schools.<sup>12</sup>

After 1953, when the reorganization was completed, there was a slow stabilization of the reformed education. A considerable number of amendments made during the reorganization were unwise, complicated system functionality and implied the necessity to implement further adjustments to correct the resulting errors.<sup>13</sup>

In general, the period between years 1953–1956 was the era of moderate liberalization during which several students dared to show their dissatisfaction with the political and social conditions. Atmosphere over this period allowed formulating revisionist demands appealing to the emancipation of science from ideology. This kind of revisionism was generally the most developed on universities focusing on social sciences. Hope for the desired changes remained unfulfilled. The process resulted in a crusade against revisionism, which struck a wide spectrum of the population. Universities were once again asked to increase the number

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<sup>11</sup> URBÁŠEK – PULEC, pp 156–162; NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, pp. 101–102.

<sup>12</sup> NA, Kulturně-propagační oddělení ÚV KSČ, unit 280; NA, coll. Kulturně propagační oddělení ÚV KSČ, unit 283; NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, pp. 99–103; URBÁŠEK – PULEC, pp. 191–205; DEVÁTÁ – OLŠÁKOVÁ, pp. 80–81.

<sup>13</sup> NA, coll. Kulturně propagační oddělení ÚV KSČ, unit 321; DEVÁTÁ – OLŠÁKOVÁ pp. 82–83.

of working-class students. In 1957 were, in addition, announced new screenings of class and political reliability.<sup>14</sup>

The turn of the fifties and sixties was a period of extensive changes. There was awareness and acknowledgment on behalf of the Ministry of Education that the interventions implemented in the previous decade were often reckless and did not lead to the desired results. Organizational changes in higher education began to take place in 1958 and were implemented in three phases, within which some of the existing universities were abolished and new institutions emerged. The year 1960 was the milestone which officially marked the beginning of so-called Reconstruction of university education.<sup>15</sup> This was a reaction to the completing of the first phase of construction of a socialist society that had different needs and implied the necessity of introduction of interventions bringing significant changes and determining the future development of Czechoslovak university education.<sup>16</sup>

### **1.1 Long-term goals and attempts to achieve them**

The above described development clearly shows that the goals that were set by the Communist Party in the area of education policy after the Second World War remained unchanged throughout the second half of the forties and whole fifties. The Communist Party concentrated long term effort to ensure that educational institutions would operate in full accordance with the political and social development and respond to the new needs of a socialist economy.

The Communist Party has set two important objectives:

1. Achieving the satisfactory level in the political-educational work and attaining the appropriate level in upbringing of reliable cadres loyal to the regime,
2. Enforcement of Marxism-Leninism as the only possible ideological concept.

In order to achieve the above mentioned goals the Communist Party tried to completely control the universities. The new colleges were founded after the war to become centres

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<sup>14</sup> NA, coll. Ideologické oddělení (Ideological Department of Central Committee of the Communist Party of Czechoslovakia), vol. 3, unit 14; DEVÁTÁ – OLŠÁKOVÁ, pp. 83–96; URBÁŠEK – PULEC, pp. 207–220.

<sup>15</sup> The legislative approving the reform of university education in the form of so-called Reconstruction was passed a year earlier, in April 1959. The reform was conceived along the lines of reforms that began to take place in the Soviet Union. URBÁŠEK – PULEC, p. 229.

<sup>16</sup> DEVÁTÁ – OLŠÁKOVÁ, pp. 83–96; URBÁŠEK – PULEC, pp. 207–226.

of Marxist Leninist education. Communist Party has long sought to limit the traditional autonomy of universities and transfer of important decision-making competences to the Ministry of Education and its subordinate state authorities.<sup>17</sup>

In order to achieve a satisfactory level of political-educational work the Communist Party wanted to dominate not only the teaching staff but the so-called. Democratization was also used to change the class-political composition of the student body. The aim was to increase the number of university students with working-class origins, or coming directly “from the factory”. In connection with this development for the first in the history of the Czechoslovak university education there could be accepted applicants who have not finished secondary school with leaving-exam. After 1948 there was a positive discrimination of preferred candidates from above mentioned social classes. Moreover, the dissident students had to go through screening organized by the regime.<sup>18</sup>

In 1949, the Communist Party fully focused its attention on education of new working intelligence. Core became a Marxist-Leninist indoctrination at all levels of education. Building socialism was necessarily reflected in the form of curricula and syllabi of individual subjects. The disciplines important for manufacturing practices began to be preferred. Not even scientific work was spared of ubiquitous central planning. The Communist Party sought to dominate science and its use for achieving political goals.<sup>19</sup>

## **1.2 Failures and long-lasting problems**

The educational policy described above and the efforts to achieve long-term goals have been unsuccessful. The Communist Party failed to achieve sufficient progress even in the period of transformation and reorganization in 1948–1953, nor subsequently during the stabilization of the newly established system of education in the years 1953–1960.

The failures in the political-educational work and problems with students from preferred social groups are considered to be the biggest failures of the Communist Party.

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<sup>17</sup> *Košický vládní program*, pp. 31–35; DEVÁTÁ – OLŠÁKOVÁ, pp. 22–29; URBÁŠEK – PULEC, pp. 156–162; NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, pp. 101–102.

<sup>18</sup> NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, p. 101; DEVÁTÁ, *Marxismus...* pp. 18–19; DEVÁTÁ, *Vysoká škola politických a hospodářských věd*, pp. 83–86; DEVÁTÁ – OLŠÁKOVÁ, pp. 46–61.

<sup>19</sup> NA, Kulturně-propagační oddělení ÚV KSČ, unit 321; NOVOTNÝ – SKŘIVAN – HALÍKOVÁ, pp. 99–109.

Positive discrimination of candidates from “working-class families” did not bring the expected results. The biggest problem was the recruitment of candidates who lacked the secondary education. They had largely limited knowledge and were unable to cope with a college education. In addition, it was shown that there was low interest of these candidates to even begin to study at universities. The system was therefore abandoned in 1953. The preference for candidates with working class origins persisted. However, this tendency did not lead to a satisfactory improvement in the area of political-educational work. The long term achievements in the teaching of Marxism-Leninism and related subjects were also considered insufficient.<sup>20</sup> The Communist Party regarded the lack of competent and loyal teachers who would be able to correct student’s ideological work as another significant problem having a negative impact on achieving the set goals. Poor quality and the lack of political awareness of young scientists was also long-lasting issue.<sup>21</sup>

The Communist Party also failed to gain a significant influence at universities. There appeared general trend to train and appoint cadres from the working class to selected functions. The results of these activities were limited. Communists lacked academically qualified teachers, who could be appointed professors. Therefore, their influence in the academic senate and educational teams was very limited.<sup>22</sup>

The events of 1956 fully revealed the above described failures and weak position of the Communist Party. The Communist Party was surprised by the degree to which both students and teaching staff was proved to be politically unaware. The biggest shock was that a revisionist movement included even the number of students and teachers having a “proper working-class-origins”. Formulation of revisionist demands did not ultimately lead

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<sup>20</sup> NA, coll. Kulturně propagační oddělení ÚV KSČ, unit 321; NA, coll. Kulturně propagační oddělení ÚV KSČ, unit 322; NA, coll. Politický sekretariát ÚV KSČ (Political Secretariat of Central Committee of the Communist Party of Czechoslovakia), vol. 34, unit 108; DEVÁTÁ – OLŠÁKOVÁ, pp. 46–61, 82–83; URBÁŠEK – PULEC, pp. 11–17, 43–45, 111–118; DEVÁTÁ, *Vysoká škola politických a hospodářských věd*, pp. 83–96.

<sup>21</sup> *Centrální spisovna Vysoké školy ekonomické (CS VŠE) (Archives of University of Economics, Prague)*, Zasedání vědecké rady školy (VRŠ) (Scientific Board Meeting), November 7, 1954; CS VŠE, VRŠ, December 14, 1954; NA, coll. Kulturně propagační oddělení ÚV KSČ, unit 321; DEVÁTÁ – OLŠÁKOVÁ, pp. 82–83.

<sup>22</sup> CS VŠE, VRŠ, November 7, 1954; URBÁŠEK – PULEC, pp. 35–39; DEVÁTÁ – OLŠÁKOVÁ, pp. 57–60.

to the desired results and the Communist Party succeeded in maintaining the trend established in 1948.<sup>23</sup>

After 1956, the school management and authorities of the Communist Party started to consider a nationwide systematic solution to the unsatisfactory situation. The Communist Party concluded that long-term problems stem mainly from a lack of political awareness, insufficient professional level of teachers and scientists and the lack of close relation of universities with actual situation at workplace.<sup>24</sup>

## **2 Reconstruction 1960 and its potential for reaching previously set goals**

Another attempt to achieve the above mentioned objectives has become a Reconstruction of university education implemented in the years 1960–1965. The most important element was to ensure close links between universities and practice, which the Communist Party deemed as an appropriate way to achieve the ideal political-educational work. Main aim was to relate the life of working class to students through their direct involvement in the practice. Reconstruction in the first half of the sixties brought in higher education significant changes in the organization of teaching. Emphasis was especially placed on the continuous deepening and expanding the teaching of Marxism-Leninism, often at the expense of teaching vocational subjects.<sup>25</sup>

The effort to link the education with practice, since 1963, however, appeared to be unsuccessful. New educational concept had led to the problems with the poor quality of education and a lack of competent and qualified of graduates. The Communist Party was therefore in 1964 forced to re-evaluate the process and the goals of teaching with respect

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<sup>23</sup> CS VŠE, VRŠ, September 28, 1954; CS VŠE, VRŠ, September 29, 1956; NA, coll. Ideologické oddělení, vol. 3, unit 14; DEVÁTÁ – OLŠÁKOVÁ, pp. 83–96; URBÁŠEK – PULEC, pp. 83–96.

<sup>24</sup> CS VŠE, První materiál k přípravě perspektivního plánu školy na léta 1960–65 (First draft of plan for the development of the university in the years 1960–1965), November 19, 1959; CS VŠE, Výroční zpráva o činnosti za školní rok 1957/58 (Annual report for the school year 1957/58); NA, coll. Kulturně propagační oddělení ÚV KSČ, unit 321; NA, coll. Kulturně propagační oddělení ÚV KSČ, unit 322; NA, coll. Politický sekretariát ÚV KSČ, vol. 34, unit 108; DEVÁTÁ – OLŠÁKOVÁ, pp. 82–83.

<sup>25</sup> CS VŠE, VRŠ, March 1, 1960; CS VŠE, VRŠ, March 22, 1960; CS VŠE, Přestavba studia (Reconstruction of studies), April 1960; NA, Ideologické oddělení, vol. 11, unit 61; URBÁŠEK – PULEC, pp. 221–236.

to the negative development in the quality of gained knowledge. It was recommended to adopt the gradual retreat of student involvement in production. More emphasis was put on improving the quality of teaching and to the increase the professional knowledge of graduates. Practices did not disappear completely. They were said to have continuous positive impact on the political education of students. There was effort to find new and less time-consuming ways to influence students in this respect but just as in previous cases the reform known as Reconstruction was not successful.<sup>26</sup>

## Conclusion

The Communist Party of Czechoslovakia since 1945 has sought to taking over of Soviet education model and the organizational structure of the university institutions. State apparatus also strive for abolishment of traditional autonomy of the universities and control of teaching staff. Emphasis was placed especially on political-educational work and the education to Marxism-Leninism.

Among the most important goals, set after the Second World War by the Communist Party of Czechoslovakia in the sphere of higher education, belonged the proper upbringing of the new politically conscious and regime loyal socialist inteligentsia. Another goal was the establishment of Marxism-Leninism as the only possible ideological concept following the indoctrination and gaining control over science and education institutions. As part of process so-called Democratization the possibility to achieve university education was requested for students from all social groups, especially for students having working-class origins or coming to college directly “from the factory”. During the forties and fifties it became clear that the Communist Party failed in the achieving of set out long-term goals. After another failure of the reforms implemented in the early sixties, in the form of so-called Reconstruction, were further solutions to persisting problems postponed to future years.

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<sup>26</sup> *CS VŠE*, Zpráva o komplexním rozboru činnosti v roce 1962 (The report on comprehensive analysis of the activity in 1962, January 1963; *CS VŠE*, VRŠ, January 26, 1960; *CS VŠE*, Přestavba studia (Reconstruction of studies), April 1966; *NA*, Ideologické oddělení, vol. 11, unit 61; URBÁŠEK – PULEC, pp. 227–236.

Research takes place in relation to previous research intentions solved within the framework of these research projects: Development of Czechoslovak university education in economics in the late forties and fifties of the 20th century (Czech Science Foundation, GA13 39331S) and History of University of Economics at the turn of 1950s and 1960s and in the reform period in 1960s on the background of university education in economics in Central Europe (University of Economics, Prague, IG503024).

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## Contact

Ing. Jana Brhelová  
Katedra hospodářských dějin, Národohospodářská fakulta, Vysoká škola ekonomická v Praze  
nám. W. Churchilla 4  
130 67 Praha 3  
Česká republika  
[brhelova.j@gmail.com](mailto:brhelova.j@gmail.com), [xbrhj00@vse.cz](mailto:xbrhj00@vse.cz)

Ing. Petra Halíková  
Katedra hospodářských dějin, Národohospodářská fakulta, Vysoká škola ekonomická v Praze  
nám. W. Churchilla 4  
130 67 Praha 3  
Česká republika  
[petra.halikova@seznam.cz](mailto:petra.halikova@seznam.cz), [xhalp13@vse.cz](mailto:xhalp13@vse.cz)