

INTERNATIONALIZATION IS THE MAIN TREND IN THE DEVELOPMENT OF THE UNIVERSITIES OF RUSSIA

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1. THE GLOBAL PROBLEMS ON THE THRESHOLD OF THE 21ST CENTURY

The population of planet Earth is growing very fast. From 3 billion 698 million in 1970 the population increased up to 5 billion 292 million in 1990. The population of the Asian Pacific region increased from 2 billion 326 million up to 3 billion 352 million. Futurologists predict that by the year 2000 the world population will reach 6 billion 261 million, 3 billion 945 million of it in the Asian Pacific region.

People living on earth at all times dreamt and will always dream of happiness that is usually associated with health, freedom, equality, material well-being, and the ability to fully realize one's potential.

In the history of mankind, hundreds of bloody wars were waged under the slogans of people's happiness, wars that brought to people death, disease, starvation, and slavery instead of happiness. The aims of freedom, equality and happiness that were proclaimed during the Great French Revolution of 1789 and of the October Revolution of 1917 in Russia were never gained. As a rule, military confrontation and revolutions divide people. The ideas of justice and political goals determine only the breadth of the schism that divides the society as a result of revolutions and wars, but they do not change its essence. That means that the idea of peace on the earth is one of the main ideas that determine the state of the world community.

The equity of a society, the degree to which it respects individual rights and freedoms and cares about people's material well-being and social security depend on how democratic the society is. Democracy means that all power belongs to the people. In that way, the degree of public democracy is determined by the degree of people's participation in forming the government bodies. The abolition of pseudo-communist regimes in the former USSR and Eastern Europe has taken place has radically changed the world order. I use the term *pseudo-communist*, since they never were truly communist. They were authoritarian, dictatorial regimes headed by groups of people who created centralized hierarchical government structures based on the ideology of the ruling communist parties.

The process of creating democratic societies in the CIS countries and in Eastern Europe, the end of the global military confrontation have been the two major contributions to the cause of peace and democracy on earth. While recognizing the positive role of the present world democratization, we must realize that the transition from one social system to another cannot be made in the so-called "pure" form and cannot lead to only favorable consequences. I am talking now about such alarming things as the upsurge of ultra-nationalistic movements in the former USSR, the widening split between

peoples of newly independent countries, and civil wars raging in many parts of the former Eastern bloc.

The degree of the ripeness of democracy is also very important. On the one hand, the truly ripe democracy in the European Community member states has led to a very high degree of economic and monetary integration as well as political cooperation in Western Europe that is now rapidly moving towards an ever closer union among its peoples. On the other hand, the newly-born democracy in the USSR has led to its disintegration and collapse, with former republics breaking up into smaller national territorial units, some of which are at present engaged in bloody inter-ethnic conflicts and even civil wars. Obviously, that means that the process of democratization must be carefully prepared. Among other things, it requires a secure legal basis that is absolutely necessary for any major reformation of social and state systems.

The problem of moral values has always been one of the most vital problems of mankind. History shows that political, public, and religious leaders who tried to unite various groups of people including nations and nationalities have often divided them in the process. In many parts of the world, governments are now faced with the problem of separatism and eventual disintegration. But this problem is truly a nightmarish reality for hundreds of millions of people who live in the countries where the state ideology has collapsed leaving in its place the ideological void that has yet to be filled with new systems of moral values.

I am convinced that both the division of the world into capitalist and socialist nations, and the division of systems of moral values along the borders of different religious and political doctrines are purely conventional. There are no capitalist or communist ways of social development, but there is a common way of the development of the world civilization. There are no different concepts of good and evil, but there is a common system of values that is expressed in the Bible and other sacred books of different religions, and this system of values is the result of the moral development of the whole mankind in the course of thousands of years.

The global changes that we are now going through have swept over both the society and the economy. These changes are not only the preparation for the future, they are the future itself, that we have to learn to live with every day, every moment of our lives. The ability to predict the future is far more important than the ability to copy the past, which certainly does not mean that the past should be ignored altogether.

The global changes are numerous, but three of them have made a tremendous impact on the economic development. They are:

- the constant growth of world trade that is characterized by the reduction of prices on basic goods, the establishment of trade groups, the creation of new common markets, and by the fact that the increase in the volume of industrial production and services is much greater than the reduction in agriculture and mining industry;

- the world financial markets have changed, which can be seen in their extension and ever greater integration as a result of the loosening of financial regulation, development of information and network technologies, creation of new financial instruments, macroeconomic imbalance, growth of investments

and savings, high real interest rates. It should also be noted that there has been an essential reduction of foreign loans to countries with low and medium level of national income, as well as of loans from government agencies, individual creditors and commercial banks. The external debt of developing countries increased more than threefold.

- the process of technological development has accelerated. The greatest changes have taken place in such branches as information and communication, microelectronics, creation of new materials, biology. This process is characterized by the reduction of the life-cycles of products, complete transformation of production processes, and major changes in the interaction between different industrial branches.

In the process of the global economic changes the former socialist countries become more and more integrated in the world economy due to the internationalization of the world trade, their growing participation in the international financial relations, cooperation in the field of technology. The international situation of today is favorable for the development of the former socialist countries, but in order to use the opportunities, it is necessary to solve the problems involved in the growing integration, those being as follows: influence of the world market on the former socialist countries; dynamic and unpredictable character of the international situation, creation of new forms of economic cooperation, new approaches to competition. It is also necessary to take into account the fact that the policy of industrialized countries will determine the international economic situation, in particular

the conditions of trade, investments and economic growth, and that owing to the process of globalization the economic problems experienced by the industrialized countries will be affecting the economy of other countries faster than before. Through the stabilization of their macroeconomic situation, the former socialist countries must create conditions to resist these disturbances, particularly to participate more actively in multilateral trade negotiations and seek for new markets.

The world civilization is in the process of continuous change that is characterized by the elements of both development and regression, both the ever greater achievements in the field of science, technology, culture, and economy and the aggravation of dangers such as the environmental crisis threatening the life itself on Earth.

The state and public institutions cannot help experiencing the influence of the global problems, cannot help responding to them. Based on centuries old conceptions and principles, the development of international cooperation in all fields of mankind activity, including the cooperation between universities of various countries is determined to a greater degree by the global problems.

2. SOME GEOPOLITICAL FEATURES OF MODERN RUSSIA

In its territory, population and economic potential, the Russian Federation is the largest among the countries of the CIS. Its territory is 17,075,000 square km (the territory of the former USSR is 22,4 million square km), including the Asian part of Russia that is 13,589,900 thousand square km. The population of Russia is 148,041,000, with 52,655,000 living in the Asian part of Russia.

The Russian Federation is extremely rich in raw materials and energy resources. It has all kinds of natural resources, and all kinds of mineral fuel are extracted in the country. An enormous oil and natural gas field occupying about 2.5 million sq. km is situated to the north of Tyumen, Omsk, and Tomsk. More than 300 deposits of oil and natural gas have been discovered there. Considerable deposits of oil and gas are also found in the Volga-Ural oil region and in the northern part of the European part of Russia. Annually, 552 million tons of oil and 616 billion cubic meters are extracted in Russia.

The main coal regions of Russia are Kuznetski and Pechorski. Some of the coal extracted here is of the coking variety. The coal that is mined in Kuznetski coal field contains a small percentage of ashes and sulfur. Thick coal veins are close to the surface. Kansk-Achinski coal field located in Siberia is known for its coal that is extracted from open-cut mines. Tunguski and Lenski coal fields have enormous deposits of coal, but they have not been much developed, because of their distance from consumers, unfavorable geographic location, and bad climatic conditions.

Geological reserves of coal are as follows: 725 billion tons in Kuznetski coal field, 1647 billion tons in Lenski coal field, 601 billion tons in Kansk-Achinski coal field, 2345 billion tons in Tunguski coal field, 214 billion tons in Pechorski coal field, 23 billion tons in Yuzhno-Yakutski coal field. The annual extraction of coal in Kuznetski coal field is 153.3 million tons, 31.5 million tons in Pechorski coal field, 62.3 million tons in Kansk-Achinski coal field, 14.5 million tons in Yakutski coal field.

The iron ore deposits of the Kursk Magnetic Anomaly (KMA) are unique, the percentage of iron in the ore being extremely high (32-62%). It is situated mainly in Kursk and Belgorod regions. The total deposit of iron ore in the KMA amounts to 45 billion tons. The deposits of copper, lead, tin, nickel, wolfram, gold, diamond, asbestos, apatites, etc. are equally large.

The huge natural resources of Russia combined with its advanced science, education, technology, and culture objectively predetermine Russia's place among the most highly developed nations of the world.

3. THE UNIVERSITIES OF RUSSIA

THE STATE POLICY IN THE FIELD OF HIGHER EDUCATION

The reformation of state and political system, as well as social and economic system in Russia in 1991-1994 caused a new situation in the field of higher education. We can see the radical change in the organization of higher educational institutions activity and a big progress in higher education and relationship of higher educational institutions with other spheres of social life. The ideology of higher education development is radically transformed.

The first Congress of rectors of the Russian higher educational institutions that was held in Moscow on November 25, 1992 noted the necessity to ensure the united educational space in the country, and to create the general state standard of professional knowledge as one of the first goals of education development in the Russian Federation.

The modern state policy in the field of education in Russia is aimed to solve the following problems:

- to work out and realize the state strategy of higher education development, that should meet the public requirements in the conditions of the change of state, social and economic system;

- to determine and accomplish a number of practical measures to overcome the crisis process, to stabilize the situation in higher education, to reform higher education and develop it due to new institutes, mechanisms and methods;

- to carry out the integration of domestic higher education system in the world higher educational system and academic association, to promote the effective intellectual communication.

According to article 2 of the Decree of the Russian Federation on Education the state policy in the field of education is based on the following principles:

- the humanistic character of education, a priority of general values and free development of a personality;

- the unity of federal cultural and educational space;

- the free access to education, the access of educational system to the levels and specific features of development and students training;

- the democratic, state and public way of educational management;

- autonomy of educational institutions.

Requirements, goals and values of functioning and development of higher education cannot be raised and comprehended regardless of public imperatives, the system of close and distant need of the development of Russia and the world civilization.

In the history of the 20th century is known for the unprecedented rate of the mankind development, the periodic crises of state and social structures, the great exhaust of natural resources.

At the same time the mankind was able to find new resources of great importance, those are human, information and technological resources. These resources are bound up with the development of science and industry, dissemination and use of knowledge, and consequently with higher education.

The human capital is becoming the main component of the capital accumulation. Higher education system has its own goals ensuring solidarity and joint activity of academic association, its ability to encourage new generations enriching their general, scientific and professional culture.

THE PRESENT SITUATION IN HIGHER EDUCATION IN RUSSIA

There are 762 universities, academies, institutes in 89 regions of the Russian Federation. Among them there are 49 comprehensive universities, including Far Eastern State University, the only university in the Far East, 76 technical universities, 10 agricultural universities, 22 academies, 100 military higher educational institutions. 224 thousand professors and faculty work in the higher educational institutions of Russia and 2.8 million students study, 382.3 thousand of them in the universities.

Besides, there are 2605 higher colleges, 1051 Professional Development Centers in Russia. In all now there are about 6 million faculty, students, graduate students in higher education system within the Russian Federation. There are 700 Research Institutes and Centers at the universities, academies and institutes. Russia takes the lead over Japan and many West European countries including France, Great Britain, Germany, Italy by the number of students.

The higher educational institutions side by side with other educational institutions increased the level of education of Russian citizens being able to work up to 10 years. It is 12 years for young people under 30 years old. The average level of education of Americans is 14 years. At present in Russia every thirtieth citizen studies at a higher educational institution or at a college, in the US. every twentieth citizen.

Higher education is prestigious enough for the people of Russia. In spite of general crises in the society, the average competition for admission to higher educational institutions increased from 1.7 person per place in 1988 up to 2,0 persons in 1992. Among the students in Russia 56% are women (in the US.-51%, in France -53%, in Italy-47%).

Higher education system in Russia has one of the greatest potential in the world in the field of science. The potential of science in the Russian Federation does not require advertising.

At the same time, the material and technical basis of higher education system is inadequate. There is only 11 sq. meters of classrooms and lecture halls per 1 student, with the norm being 21 sq. meters. More than a half of all buildings were built in 1956 -1980. The construction of new buildings for higher educational institutions has been reduced by 32 per cent. In 1992 only 14 per cent of all the necessary investments into higher education were made.

If one compares the expenditures for education in Russia and the US., this comparison is not to Russia's credit. If in the academic year of 1985/86 in Russia 9.7 billion rubles was spent for education, in the US. \$257 billion was spent. Out of this amount the US. spent \$100 billion for post-secondary education, Russia spent 3.87 billion rubles for the same need.

In the academic year of 1987/88 the general expenditures for education in Russia were 10.9 billion rubles, in the US.-\$308 billion, including for post-secondary education in Russia -4.38 billion rubles, in the US.-\$124 billion.

Nevertheless, all students and graduate students of the Russian state higher educational institutions get scholarship, and the most of them study without tuition. All students get subsidy for board. As for student dormitory, living there is not expensive.

PRIVATE EDUCATIONAL INSTITUTIONS

Another indication of developing market relations in Russia is the emergence of private educational institutions that offer programs of higher professional education. What is a possible role of these non-state owned institutions in the general system of higher education in Russia?

Our higher educational system is now going through a painful intermediary period. At the time when budget financing is becoming more and more limited there are two ways of keeping up the high quality of education. The first one is to reduce the number of students who study at state higher educational institutions. As a positive effect of that, we can expect the upgrading of the quality of training. However, it will also make higher education less accessible to many of our citizens and will inflict an irreparable damage to the training and research potential of higher educational institutions. The second way is to preserve the existing state system of higher education at the same time promoting the creation and development of a non-state educational system. The objective of this non-state-owned system of higher education can be defined as that of complementing the state higher educational system and making higher education more accessible to young people capable of learning.

Under these circumstances, the right of citizens to obtain a quality higher education must be guaranteed by a state system of licensing, certification, and accreditation private educational institutions.

The very existence of the private educational institutions depends on how competitive their educational services are and on how quick they are in reacting to people's demand for professional education and to the needs of the labor market. That means that these institutions can be regarded as testing grounds for experimental programs of professional education, on the one hand, and as competitors of the state educational institutions, on the other.

Taking into consideration the experience of the foreign industrial nations, one can safely predict that the state educational system will retain its leading role. However, some of the private higher educational institutions will definitely be very competitive as far as the quality of training and the individual approach to it is concerned.

Article 11 of the Law of the Russian Federation on Education provides for the establishment of educational institutions of different forms of property as well as for their equal status. That means that the activity of the private educational institutions now has legal foundation.

The non-state educational system is now in the process of formation and development. That is why the basic directions of the collaboration between the State Committee on Education and the private educational institutions based

on the Law on Education are now being determined. First of all, it concerns the following issues:

- the introduction of the regulations concerning licensing, certification, and accreditation of educational institutions;

- the degree to which the requirements of the standard rules and regulations for a higher professional educational institution are obligatory for non-state educational institutions;

- the advisability of making any general recommendations for the admission to the non-state educational institutions different from those stipulated by the existing legislation;

- the procedure and conditions of compensating citizens for the cost of tuition at non-state educational institutions;

- the procedure of integrating non-state educational institutions accredited by the state into the system of centralized government financing;

- the procedure and conditions of granting personal state education loans to citizens;

- the procedure of establishing the proportion of financing private educational institutions from the founders' budgets and from the personal education loans;

- the procedure of realizing the right of the citizens who have completed their education in non-state educational institutions to receive the state attestation;

- the procedure of extending the right to deferment of military service and other privileges provided for by the existing legislation to the students of private educational institutions;

- the procedure of conferring advanced degrees on the faculty members of private educational institutions.

According to the State Committee on Higher Education, at the moment there are more than 90 non-state higher educational institutions 47 of which have been officially licensed to conduct educational activities as it is stipulated by the Law on Education. The number of private higher educational institutions now amounts to 9 per cent of the total number of state higher educational institutions. 15 thousand students are studying in the private educational institutions, which is approximately 0.5 per cent of those studying in the state ones. Most of these private higher educational institutions are situated in Moscow, 27 of them having licenses. St. Petersburg, Yekaterinburg, Rostov, and Stavropol have two licensed private higher educational establishments each. Khabarovsk, Novosibirsk, Samara, Petropavlovsk-Kamchatsky, Kamyshin, and Sergiyev-Posad have one of them each.

The main organizational and legal forms of private educational institutions are those of joint-stock companies and limited partnerships. Among the founders of many of them are state higher educational institutions while some others have been founded by foreign agencies and companies.

The following are the main prerequisites of the establishment of private higher educational institutions:

- the necessity to satisfy the demand of the market of educational services, first of all in such fields as law, economics, management, commerce, and the development of brand new kinds of training that sometimes combine those already existing;
- the dissatisfaction of the leading faculty members with the existing academic programs ;
- the wish to move on to new, original content and forms of higher education, first of all in such disciplines as philosophy, culture studies, history, philology, linguistics, etc.

The qualification of the faculty members of the non-state higher educational institutions is very high with 80 to 100 per cent of them having advanced degrees. These institutions are usually headed by full and associate professors, doctors and candidates of science.

As a rule, private educational institutions do not have their own facilities. Instead they rent classrooms from state educational institutions, secondary and vocational schools, professional development centers, etc.

EVALUATION OF THE EFFECTIVENESS OF HIGHER EDUCATIONAL INSTITUTIONS

The important component of the higher education management system is the feed-back subsystem, evaluation of the effectiveness of higher educational institutions activity. This system, as it seems, must play a significant role in the problems of integration of Russian higher education into the world higher educational system, at the same time taking into consideration the trends of transition period to the market economy in Russia, including democratization and decentralization of administrative system. It must provide reliable information on the results and process of higher educational institutions functioning, analytical data and develop recommendations for correcting state policy in the field of education and taking the adequate administrative resolutions.

The main goals of the evaluation system of the effectiveness of higher educational institutions activity could be determined as follows:

- to ensure a guaranteed high level of professional training that should meet the state standard requirements;
- to regulate a network and a structure of training of specialists with higher education;
- to develop a creative and business initiatives, sense of responsibility and concern of professionals in achieving higher results in intellect reproduction,

training and further training of specialists, acquiring and spreading new knowledge;

- to truly inform citizens about opportunities of getting the most competitive higher education in the domestic and world labor market in compliance with their interests and abilities;

- to provide the society with guaranteed high level of training of specialists at a particular higher educational institution;

- to develop the processes of autonomy, independent development and organization of higher educational institutions;

- to increase the effective use of financial and other resources, donated from the state and society for developing education by means of their rational distribution among higher educational institutions on the basis of the evaluation results of effectiveness of their functioning.

The common system of higher educational institutions functioning within Russia according to the Law on education consists of, as you may say, three components: licensing, state accrediting and public accrediting.

Licensing is a procedure of arranging and issuing a license to an educational institution for having the right to work in the sphere of higher education, training professionals in one of several specialized fields on the basis of expert evaluation of conformity of the goals and tasks of educational activity, its personnel and resources with state requirements.

The purpose of licensing is to ensure and protect the constitutional right of citizens to obtain a comprehensive higher education in compliance with state and local requirements for educational process, providing legal guarantees for independent functioning and development of educational institutions based on various forms of property.

State accreditation means that federal state administrative body of higher education confirms the educational quality level suggested by an educational institution to be in compliance with state requirements. Before making a decision on state accrediting it is necessary to carry out attestation expertise of an educational institution by the state attestation service.

A certificate of state accreditation:

- confirms or grants the corresponding status of a higher educational institution: university, institute, academy, college;

- confirms or sets up a list of accredited specialized fields in which the institution has the right to provide graduates with documents of state standard and also confirms the level of higher education and qualification stated in these documents.

Autonomous educational institutions having the state accreditation certificate acquire the right to be included into the centralized budget financial scheme and to use the stamp with the state emblem.

Public accreditation is a recognition by public professional structures of a significant achievements of a particular higher educational institution in training specialists in specialized fields.

Public accreditation is carried out by these structures or by specially organized accreditation bodies (independent accreditation centers) on the basis of self formed criteria and requirements. Independent accreditation centers are

organizations of scientists, professors, engineers, specialists and workers of various fields united on a democratic and voluntary basis.

If the state accreditation sets up only actual compliance or noncompliance of educational quality level with state educational standards, the public accreditation is aimed to determine the best higher educational institutions in this or other field of specialists training.

It seems quite reasonable to initiate an international public accreditation of the Pacific Rim countries universities and to establish a special committee by making an agreement between the universities participating in it. Undoubtedly, such accreditation should be carried out on a democratic and voluntary basis.

THE FUTURE OF HIGHER EDUCATION IN RUSSIA

To forecast the higher education development, we should take into account the following three criteria:

- to what extent the society's demand for higher education is met;
- to what extent the national economy is satisfied with higher education diplomas;
- how stable the higher education is.

The first criterion implies that the society's demand for the higher education is increasingly being supplied. Nowadays the developed countries are characterized by the tendency of extending access to higher education, up to the universal higher education.

In Russia, about 30% of those who finish secondary schools enter higher educational institutions, whereas the number of those who would like to have higher education is much greater (on the average, twice as many). Therefore, when speaking about the upper level of the possible demand for higher education in 2005, we can estimate it to be 65% of the number of those who finished secondary schools this year. Besides, other categories of university candidates should be taken into account, such as those who finished secondary and vocational schools the previous year and technical college graduates.

In 1990 Russia had 1 million 35 thousand people who finished secondary schools. Only 277.8 thousand of them could enter higher educational institutions. As for the previous years' secondary and vocational school

graduates and technical college graduates, they amounted to 306 thousand among the first-year students in 1990.

The world experience proves that economic recession is not necessarily accomplished by curtailing the higher education. Under the circumstances, higher education, firstly, is to train specialists for the future economy, with its structural, technological, social and other innovations; secondly, to serve a sort of social shock-absorber for the growing youth unemployment; and thirdly, to preserve the nation's cultural, educational and scientific potential.

Hence, we can resume that within 10 or 15 years the number of students is going to decrease slightly from 2.762.800 in 1991 to 2.600.000 in 2000. This is the statistics. As for the content forecast, the positive education development is beyond any doubt, just like the further education internationalization both in Russia and in the whole world.

TO THE HISTORY OF ESTABLISHING THE FAR EASTERN STATE UNIVERSITY

The system of University Education has been formed in the world for more than 8 centuries. Though the exact date of opening the first Universities has not been stated yet, the key moment, as the historians insist, was the fact of establishing Universities in Bologna and Paris in the middle of the 12th century. It is interesting that already at that time there arose those traditions and problems we are confronting today, in the period of renovation and search for the new ways in the development of Russian Universities.

Thus, one of the decisive factors defining the spirit of the University Education is considered by the historians to be that which is nowadays called internationalization of education: already by 1180-1190 the number of the students in Bologna had increased considerably, students having come from Germany, France, England and other countries. At that very moment the problem of 'brain escape' was encountered, this problem led to the strengthening of the control over both teachers and students with the purpose of preventing the possibility of their moving to other cities.

Approximately in a century one of the outstanding historic events took place - the cities began to acknowledge independence of the Universities which were headed by Rectors elected by students. The new Universities' life was rather democratic, the Universities statutes which appeared at that time set the norms of organizing and delivering classes, teachers' employment and contracts with them. The cities offered students all necessary conditions for living, food, gaining credits and judicial defense showing real deep interest in Universities development. Such initiatives of cities and their government led to the rapid increase of the number of Universities in Europe.

For many centuries the organization of Universities scientific researches has been worked out. One of the basic factors here was also democratism according to which there exist no ranks or titles in science, and to a great extent scientific results are achieved due to the intercourse in the process of studying and combined scientific research of a teacher and a student.

The principles of forming Universities in Europe were natural and foresighted.

Though there were cases when they were established for political purposes and the political powers interfered in the process of Universities development, this did not become a global tendency. As a result there were only a few European Universities which have stopped functioning for the past centuries.

Russia, 'having cut through the window to Europe' more than two centuries ago, started not only active political and economic cooperation with the countries of the continent, but also got an opportunity to use European traditions and achievements in the sphere of University Education. Being based on them the oldest Russian Universities - Moscow and St. Petersburg Universities - have become the large centers of education, science and culture for the past years.

The formation of The Far Eastern State University in the eastern outskirts of Russian Empire occurred under different geopolitical conditions. The vast territory of the Far East was explored, neither Russia nor its nearest neighbors had any developed system of education in this region. That is why it is not an exaggeration to say that the opening of Oriental Institute in Vladivostok was really a remarkable event. It was the first higher educational institution of Russia in the Far East. It was established on October 21, 1899 to mark the 5 - year reign of czar Nickolai II, the last Russian Emperor.

According to the statutes of Oriental Institute its primary mission to train people studying at the Institute for further service at administrative and commercial-industrial institutions of eastern-asian Russia and the neighboring states. With establishing Oriental Institute Vladivostok became one of very few cities of Russia to have higher educational institutions.

Oriental Institute not only obtained its statutes objections, its important work also contributed to the development of education, science and culture in Vladivostok and the Far East, to the appearance of the new intelligent, to the fulfillment of state missions and evolution of spirituality in the society.

Not many years past when the question of reorganizing Oriental Institute into the University arouse. It was actively disputed on the pages of the newspapers 'Dalny Vostok', 'Dalyokaya Okraina', etc. in 1916-1917, the main problem being not a question of reorganization but the faculties to be opened at the University. Resulting from the development of social thought, and also from geopolitical, economic and social cultural needs of the Far East in 1918, the private Faculty of History and Philology and Polytechnic School were established in Vladivostok. The Faculty of History and Philology had close connections with Oriental Institute, it was located in the same building, the Faculty students attended lectures of the Institute professors. In 1919 the private Faculty of Law was established at Oriental Institute.

From this very moment of preparing for the establishment of these faculties, their joining with Oriental Institute was supposed to take place. And the links between them were close enough to become the basis for establishing The Far Eastern State University.

On April 17, 1920, by the resolution of Temporary Government of The Far East - Primorye Territory Land Authorities resolution # 220 - The FESU was established. Item one of this resolution stated: ' The FESU is established

comprising the following faculties: 1) Oriental Faculty, 2) Faculty of History and Philology, 3) Faculty of Social Sciences (Law and Economy) for which purposes: a) Oriental Institute is transformed into Oriental Faculty of The FESU and the resolution about Oriental Institute of May 24, 1899 ... with all later corrections and amendments is repealed; b) the private faculties existing in Vladivostok: Faculty of History and Philology comprising the first two courses, Faculty of Law comprising the first course and also Economic Faculty of The Vladivostok Private Polytechnic Institute are included into the FESU with the conferring upon them the status of State Universities Faculties, Faculty of Law and Faculty of Economy being combined into one Faculty of Social Sciences with the two department correspondingly.

This is the history of establishing the first and the only classical University in the Far East of Russia until nowadays - the oldest and leading Higher Educational Institution on the vast territory of Russia eastward of Lake Baikal.

4. INTERNATIONAL DIPLOMA AND DEGREE EQUIVALENCE

The Russian higher educational system is rather active in settling the problems of acknowledging higher education diplomas. There are two reasons for this.

Firstly, the fact of the diplomas being acknowledged by the countries and progressive educational systems gives proof to the society in general not only to the scientists and educationalists, that the country's education development is in its right track and may be highly efficient.

Secondly, with their diplomas being acknowledged, young people can continue their education in universities of other countries, according to their potentials and individual interests which is, certainly, their human right.

To intensify the efforts in acknowledging the documents, in unifying the approaches to document nostrification, in meeting the Russian Federation's commitments to international conventions and agreements, the Council for Diploma, Degree and Title Acknowledgment and Equivalence has been established under the State Higher Education Committee. The concept of work at acknowledging and stating diploma, degree and title equivalence, as well as academic courses and study terms in the Russian Federation has been developed.

In the former Soviet Union diploma and degree nostrification problem was under serious consideration. Thus, the Soviet Union signed 54 bilateral intergovernmental agreements (protocols) of reciprocal diploma and degree acknowledgment and equivalence. The exclusion is the protocol with the People's Republic of China signed at the interdepartmental level (between the USSR State Department for Education and the PRC State Education Committee).

Two of the 54 agreements were signed with European countries (Spain and Finland); 12 with the former and present socialist countries; 40 with developing countries (among them 26 African countries, 9 Asian countries, 5 Central and South American countries).

On the average, two or three agreements used to be signed annually. The most fruitful year was 1972 -5 agreements, as well as 1987 -also 5 agreements. In general, it took from 3 to 7 or 8 years to prepare for the protocol signing. The agreements were signed either in Moscow during visits of governmental delegations to the USSR or in the capital of the country counterpart (in which case the USSR ambassadors to that country was conferred powers on).

As a rule, the agreements (protocols) contain terms stating equivalence of all educational levels, from incomplete secondary school to postgraduate training (postgraduate course, equivalence of Candidate degree). Only some agreements do not stick to this tradition. For example, the protocols with Egypt and Iraq state only the equivalence of Candidate degree; the protocols with India and Sri Lanka do not contain the article determining the equivalence of higher medical education; the protocol with Finland says nothing about the humanitarian diploma equivalence; the protocol with Spain establishes only the equivalence of complete secondary education and just outlines the order of establishing equivalence at other educational levels.

Within the period from the early 70s up to the abolishment of the USSR State Department for Education, the talks (or just exchange of letters) about draft agreements (protocols) on reciprocal acknowledgment and equivalence of diplomas and degrees were held with different degrees of persistence with 48 countries. Among these are 11 European countries, 2 countries in North America (the USA, Canada), 9 countries in Central and South America, 6 Asian countries, 20 African countries. Draft protocols were not sent to some countries, for instance, to the USA, and there were conducted talks on the possible ways of entering into any agreement in this field. The talks with West European countries were considerably intensified after 1985.

The Soviet Union participated in three multilateral agreements on diploma and degree equivalence and acknowledgment:

- Convention on reciprocal acknowledging equivalence of the secondary school certificates, specialized secondary college and higher educational institution diplomas and degrees. The convention was signed in Prague in 1972 by 9 socialist countries, UNESCO being the depository of the convention;

- Convention on acknowledging academic courses, university and institute diplomas and degrees in European States. It is a UNESCO regional convention signed in Paris in December, 1979 and brought into force in February, 1982. By now the convention has been signed by 34 countries and ratified by 30 countries. UNESCO is the depository of the Convention;

- regional Convention on acknowledging academic courses, higher education diplomas and degrees in Asian and Pacific countries. It is a UNESCO regional convention signed in Bangkok in December, 1983. By now it has been signed by 14 states, ratified by 9 states. UNESCO is the depository of the Convention.

In the early 90s, the USSR government considered the question of the USSR possible joining the Council of Europe's conventions (European convention on diploma equivalence, providing access to European convention on academic acknowledgment

of the university qualifications; European convention on equivalence of university education periods). The USSR Ministry of Foreign Affairs and the State Department for Education proved it expedient to enter into these conventions. However, the work was not finished.

In case of resuming intergovernmental talks and achieving positive results in nostrification of diplomas, degrees and titles, the Pacific Rim international cooperation in the field of education might be given a powerful impetus.

CONCLUSION

The history of mankind witnesses that cognition of the world, accumulation of knowledge and education of people are obviously necessary and inevitable conditions of the progress. Disregard or underestimation of this axiom may slow or even turn back the development of the society.

Taking no notice of drawbacks and merits of the political system which existed in the territory of Russia for more than 70 years, we would like to emphasize the fact that high level of Russian science, education and culture was held in high universal respect. Despite all difficulties which now became the subject of political and scientific discussions in the world, that high level of Russian education and science still remains nowadays. More over there are a lot of facts showing its improvement and in our opinion many universities have been developing so fast as never in previous history. That was the result of unity of high creative potential of scientists and professors and freedom, which the universities got in last years, and deideolization of science and education.

Nevertheless it is hard time for education and science now. The reason for that is lack of financial support which gives rise to many other problems: inadequate wages of professors and scientists resulting in depreciation of social status of science and education, deterioration of the educational facilities and scientific equipment, etc.

It should be noticed that the wide-spread opinion of the decline of interest among young people to science and education is not quite true. In fact these trends were really visible in the beginning of the so-called "market relations". However, now, as we consider, the universal trend of social respect to education and science appears again. In our region it is also witnessed by the university experience. The university remains alluring for the most brilliant school-leavers: for some years past the average number of applicants for one place was 2 or 3 persons and in some disciplines even 8-10 persons. The post-graduate courses also became popular again. Hundreds of graduates from FESU and other higher institutions wish to begin or continue their research in the fields of physics, chemistry, law, geophysics, biology, languages, history, etc.

Nevertheless financial support of science and education in Russia decreased below the level where degradation may begin. The Russian Parliament does not carry out its own "Law of Education", which it passed.

Universities of Russia are being pushed towards the commercialization, they insist on the necessity of their privatization. From our point of view it is

obvious that the aspiration for commercial success may be the stimulus only for applied science development but fundamental science may be hampered and even destroyed by the commercialization.

Commercialization of education may raise sense of students' responsibility, improve economic conditions of educational system but there is a serious danger of losing indigent talents. These problem is especially serious in Russia, where property stratification increases rapidly not for the majority of population's good. The government should realize that in this question's solution haste and ranks' seeking are inadmissible. Scientific schools, scholars, professors and instructors should be preserved and science should be provided with the most talented young people. Future will reveal on the basis of what form of property they will work. While taking state decisions it is very important not to do harm.

It is known that scientific analysis of rapid economic development of Asia Pacific Rim countries in after war period (Japan, South Korea, Hong-Kong, Singapore, Taiwan etc.), carried out by American Universities' specialists in the field of regional development, revealed the factors of this growth, separately for each of these state. Combinations of these factors are various but the first of them in all cases without exception is sharp rise in educational and scientific levels and then technological development on this basis. Social economic and political system, formed in Russia, cannot accept any cliché, taken from modern history of different countries, because its experience (though sad) is unique for the history of the humanity. Russia follows its own way. Science and education must help it in this search.

The world community witnesses the period of paramount political, economic, social and military changes. Notions are being transferred, peace stability is being strengthened, the menace of military confrontation is being reduced; ecological danger is impending. Now there is much more opportunity for people to collaborate in economy, education, science and culture; much more opportunity for communication and mutual understanding.

Great changes take place in education that becomes a prerequisite and a way of achieving interconnected goals of the world community's social and productive force integration.

Being a prerequisite for the world progress, cooperation in education can smooth over and even overcome political contradictions between peoples, facilitate their rapprochement and mutual understanding.

The universities of Russia are active in joining the world educational system. They introduce high level of science, culture, education, technique into the world educational system, and at the same time they enrich themselves by invaluable achievements of the world culture.

The integration of national systems of higher education into the worldwide system is a valuable contribution of science and education to the single human civilization, to the progress of peace, freedom and democracy.