

on matters of mutual professional interest. One can safely say that it provided a model for similar ventures not only in the field of history but also in other disciplines of the humanities and social sciences. A second conference is to take place in the United States in 1976, and a formal invitation has already been extended to the Committee of Historical Sciences of the Polish Academy of Sciences. It would be most desirable if Polish-American historical conferences were put on a permanent basis.

JAROSLAW PELENSKI  
University of Iowa

#### GEORGE S. COUNTS, 1889–1974

The recently deceased George S. Counts, professor emeritus of education, Teachers College, Columbia University, was among the early Americans to observe, study, and analyze education in the Soviet Union. His writings on this subject began to appear when the Soviet Union was being examined, for the most part, by extremists of two sorts—those who expressed unbridled admiration of the socio-economic and cultural revolution and those who indulged in thoroughgoing denunciation of the new Soviet society.

Dr. Counts sought to avoid extremes. He wrote in concrete detail, indicated approval in part, and issued warnings with regard to several important characteristics of the Soviet society and its schools. His longer works include *A Ford Crosses Soviet Russia* (1930), a record of a seven-month, six-thousand-mile journey in Counts's own automobile; *The Soviet Challenge to America* (1931), a report on social, economic, cultural, and educational changes, with special reference to the First Five-Year Plan; *The Country of the Blind: The Soviet System of Mind Control* (1949), in collaboration with Nucia Lodge, a study of the policy of Zhdanovshchina whereby Stalinism became the mode of thought and expression in all aspects of culture, science, and education; *American Education Through the Soviet Looking Glass* (1951), a countercommentary on N. K. Goncharov's critique of American education in *Sovetskaia pedagogika*; the magnum opus, *The Challenge of Soviet Education* (1957), which emphasized the goals and processes of moral and political education of all age levels, and which was published in the year of the sputnik; and *Khrushchev and the Central Committee Speak on Education* (1959), a translation and interpretation of the plan for the reconstruction of the Soviet educational system. Counts also was the cotranslator of M. Ilin's (I. Ia. Marshak) *New Russia's Primer: The Story of the Five-Year Plan* (1931), which reflected "that extreme devotion to science, technology, and machinery which agitates contemporary Russia"; and of "*I Want To Be Like Stalin*": *From the Russian Text on Pedagogy by B. P. Yesipov and N. K. Goncharov* (1947). In addition, he edited the translation of Albert P. Pinkevich's *The New Education in the Soviet Republic* (1929) and provided an interpretative introduction.

During his visits in 1927, 1929, and 1936 to the USSR, Counts observed schools, collected source materials, and interviewed leading educators, among them N. K. Krupskaya, A. V. Lunacharsky, M. M. Pistrak, S. T. Shatsky, and V. N. Shulgin. His professional interest in the society, ideology, and education of the peoples of Russia dated from the Revolution. Without a doubt, until about 1960 he was the foremost systematic student of Soviet education. In his articles and lectures

he constantly stressed the interrelation of society and ideology with the formal educational system, and of the general with the moral-political aspects. Though he appreciated the development and achievements of Soviet society and education, he felt constrained to point out the cost in terms of the individual's freedom in thought and action, as well as implications for education in the United States.

Not the least of Dr. Counts's accomplishments in the area of Soviet education was his personal example of linguistic mastery, careful and comprehensive study, and efforts at objective analysis. His career has been an inspiration to students and others.

WILLIAM W. BRICKMAN  
*University of Pennsylvania*

VICTOR L. TAPIÉ, 1900–1974

Professor Tapié died on September 23, 1974. He was born in 1900 into a family from Paris and Brittany. He studied at the Lycée in Nantes, then at the University of Paris. In 1921 he was sent to Prague to pursue historical research. He learned Czech and at Charles University met the famous historian Josef Pekař, who introduced him to a personal and unconventional vision of the Habsburg Monarchy. Agrégé in 1931, Tapié published in 1934 his doctoral thesis, *La politique étrangère de la France et le début de la Guerre de Trente Ans, 1616–1621*. While a professor at the University of Lille he was in 1949 called to the Sorbonne to teach Slavic (Russian-Czech) history. After 1955 he was in charge of modern history until he retired in 1970.

Professor Tapié devoted most of his life to the comparative history of Europe in the seventeenth and eighteenth centuries. In these studies Central Europe always played a great part. He felt equally at home in Vienna, Prague, and Budapest, and was more sensitive to their common features than to the differences created by recent nationalisms. He was among the first to discover the glory of baroque in the Habsburg Monarchy, and to study the period's social background, tradition of rural life, and relations between peasants and nobility, which reminded him of Brittany. His major work, *Baroque et classicisme* (1957), was followed by *Monarchie et peuples du Danube* (1969) and *L'Europe de Marie-Thérèse: Du baroque aux lumières* (1973). He had been elected a member of the Institut de France (Académie des Sciences Morales et Politiques), of which he later became vice-president. A book of essays in his honor, *Études Européennes*, was presented to him in 1973 by his former students and friends.

With Professor Tapié's death the Sorbonne loses one of its leading figures.

BERNARD MICHEL  
*University of Poitiers*