

Introduction:

The educational system is considered a social mirror as it relates to its social organization. It is worthily noted that the social and educational system is one cycle which effects each other. It is known that the educational system which any society follows represents the actual reflection of the social system. What can be taken in consideration other systems such as the political and economic ones and the status differis according to their ideologies.

Concerning the history of status in ancient ages or the modern ones, it can be noted that there are basic roles for education to prepare and paue the wealth of this society as well as the human energies and directing then to the welfare of this society become this is the only way for achieving the econemic development. The role of progress in the scientific and techological field is the reflection of the level of human element.

The importance of the educational system appeared in the last years whether on the national or international levels appeared as vivid aspects of education, especially in the development countries which are in bad need for this to base their educational system on right angles. Consistance with their social conditions and achieving the economic and social progress from other aspect.

Since the comprehensive school is one of the schools which goes with the quick progress in science and technology. Egypt, on the other hand used this school. some previous studies revealed that the comprehensive school did not achieve the objective it aimed at the case which lead us to resee the aspects related to this in some countries as Soviet Union

and United States of America.

The Problem of The Study :

The problem of the present study appears in the following questions:

- 1) What are the justifications which lead the Soviet Union and United States of America to apply the comprehensive and polytechnical ones?
- 2) What are the objectives which the two schools aim at achieving ?
- 3) What are the systems used:
 - a- Acceptance system.
 - b- Study subjects.
 - c- Student activities.
 - d- Evaluation system.
- 4) What are the aspects of differences and similarity used in these school ?
- 5) How can we benefit from these two directions in developing the efficiency of the Egyptian comprehensive school?

The importance of the study:

The importance of this study appears in the fact that it dealt with some examples and models of the educational policies in the east and west it reveals also the importance of human civilization which can benefit as a society in Egypt in developing our experience and heritage.

The Objectives of the Study:

- To know the philosophical and social basis which lead to the use of the comprehensive school and polytechnical ones.
- To know the objectives of the two schools.
- To know the systems used.
- To know the differences and similarities used.
- How to benefit from them.

Limits of the study:

This study is limited to :

- Acceptance systems.
- Study syllabus.
- Student activities.
- Evaluation systems.

Method of the study:

This study used the comparative method which can be used for revealing the point of similarities and differences.

Terminology:

1- Comprehensive school :

It is the school which is run and established in one system and under one administration, provides a secondary learning for all the students in this age at the same time, it provides suitable education for all specializations based on good learning, including the academic and vocational studies inside the democratic environment. It suits the needs of the students and fulfills their desires through counselling and orientation.

Polytechnical instruction: