1934

The soviet influence on the Russian educational system.

James P. Reynolds

University of Massachusetts Amherst

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THE SOVIET INFLUENCE ON THE RUSSIAN EDUCATIONAL SYSTEM

REYNOLDS - 1934
THE SOVIET INFLUENCE ON THE MIDDLE EASTERN INTERNATIONAL SYSTEM

By

JAMES P. KEYS-LOW

Thesis Submitted for the Degree of Master of Science

Massachusetts State College

Amherst, Mass.

1934.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Part</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>BEGINNINGS OF RUSSIAN EDUCATION</td>
<td>6</td>
</tr>
<tr>
<td>III</td>
<td>THE NEW EDUCATION OF THE SOVIETS</td>
<td>14</td>
</tr>
<tr>
<td>IV</td>
<td>RURAL EDUCATION</td>
<td>29</td>
</tr>
<tr>
<td>V</td>
<td>THE UNIFIED LABOR SCHOOL</td>
<td>36</td>
</tr>
<tr>
<td>VI</td>
<td>TECHNICAL AND HIGHER EDUCATION</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>The need for trained technicians. The creation of trade and technical schools to solve the industrial problem. Types of Apprentice schools. The situation in the</td>
<td></td>
</tr>
</tbody>
</table>

II THE SCHOOL EDUCATION................................. 50

VIII SOVIET YOUTH............................................ 55

IX EXTRA URBAN ACTIVITY................................. 58

X EDUCATION OF SOLDIERS AND ADULTS................... 62

XI TEACHERS AND THE REV. REGIME......................... 66

XII FINANCIAL INSTITUTION................................. 72
Division of the Budget into three parts. The expenditures in 1927.

XIII SYNOPSIS OF THE MAJOR POINTS

XIV REVIEW OF THE SITUATION
PREFACE.

The recent recognition of Russia by the United States Government has quite naturally renewed and increased our interest in the affairs of that nation. Consequently a study of its educational system seems appropriate, particularly in view of the fact that Russia is engaged in what is probably the most sweeping educational reform ever attempted anywhere.

Whether viewed through the pages of the romantic novelist or the more sober historian, Russia has always been equally a source of interest and of wonder. Sprawling as it does over half of Europe and Asia, it has never belonged completely to either continent. All the efforts of Peter the Great and Catherine II to westernize their country could not alter the feeling of their neighbors that Russia was an anomaly in the family of European nations. With the exception of spasmodic attempts at reform, the educational system remained very backward so that in 1917 the new government was confronted with a staggering percentage of illiteracy.

During the years following 1917 there were changes more radical than had ever before been attempted on such a large scale. These changes are of double interest to the American Educator, first, because they embodied at least partially several of the methods in vogue in this country, and secondly, because they are an attempt to identify education with life. It is a system which seems likely to prove both safe and fruitful since it was conceived by philosophic minded men and women of broad and balanced enlightenment.
Whether or not the observer approves of the new regime in its entirety, he cannot fail to be interested and deeply impressed by the heroic proportions of the efforts being made to so organize and expand the Educational system that it may ultimately be the perfect medium for inculcating and propagating the political and social ideology of the Soviet.

I wish to make full acknowledgement of my debt to the numerous scholars whose works I have consulted, since a thesis of this nature is of necessity built largely upon the labors of others. Especially helpful to me have been the suggestions of Professor Winthrop S. Welles, Dr. David Rozman, and Professor A. A. MacKimmie of the faculty of Massachusetts State College who read and criticized the manuscript. To Miss E. Lois Young, in particular, I owe a debt of gratitude for her encouragement and cooperation in the preparation of the entire work.

James P. Reynolds.
PART I.
INTRODUCTION.

Bismarck once said, "The Nation that has the schools has the future". Soviet Russia seems to have realized the wisdom of the words for a review of her progress since she came into power shows that she has devoted no small part of her plans to the future of her Educational system. She has come a long way from the selective process of the old regime to the position she now maintains in her attempt to obliterate the stigma of illiteracy which has long been associated with the name of Russia. (vid.1a) In the course of this work it will be my purpose to describe as far as possible the advance of the new regime.

Education in Russia still is inadequate when one considers the housing, the materials that are needed, the equipment, the ability and knowledge of the instructors, and the number of pupils enrolled throughout the Union of Socialistic Soviet Republics. We are forced to admit, however, that her remarkable advance along these lines has been little short of miraculous. (vid.1b) Outstanding powers of organization and a willingness to listen to scientific advice have contributed much to her progress.

In the years 1917-1929, the Educational system was completely and thoroughly reorganized, new institutions made their appearance, and the line of material gain advanced ever upward. It was the former custom of the empire to provide the elementary school for the benefit of the people. It was not within the power of the commoner to advance beyond this stage because the
## The Cultural Development of Soviet Russia

### Schools and Number of Students

<table>
<thead>
<tr>
<th></th>
<th>1927-8</th>
<th>1928-9</th>
<th>1929-30</th>
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<td>Four year elementary schools</td>
<td>9,748,000</td>
<td>10,138,000</td>
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<td>1,513,000</td>
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<td>Junior's institutes</td>
<td>49,000</td>
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<td>Literacy centers</td>
<td>1,302,000</td>
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<td>Professional Technical Schools</td>
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<td>Tech. High Adult school</td>
<td>41,000</td>
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### General Cultural Development

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<td>2,400,000</td>
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<td>Radios</td>
<td>248,000</td>
<td>671,000</td>
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<td>Moving lectures;</td>
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<td>In Clubs</td>
<td>3,450</td>
<td>3,880</td>
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<td>In Theaters</td>
<td>1,140</td>
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<tr>
<td>In Villages</td>
<td>1,520</td>
<td>2,400</td>
<td>3,960</td>
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<td>In Schools</td>
<td>200</td>
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ruling class lived in the fear of the masses and devoted their lives to the suppression of the unfortunates who were not blessed with possession of the Russian ruble. The Gentry themselves however saw to it that their offspring was endowed with both middle and higher institutions of learning. The Government of the past sought out and educated only those who would work for the preservation of the Czarist form of authority. The elementary school was an inefficient creation being chiefly religious in nature and barely capable of supplying the rudiments of learning.

The new order in Russia originated a unified coeducational system for the use of all.(1) In the early years the Soviets showed considerable discrimination when making choices for student activity due mainly to the general feeling that was prevalent in all parts toward the Gentry. The children of the former bureaucracy, bourgeoisie, and so called intelligentsia were eliminated from the original plans of Educational procedure. Recent years, however, have found the Authorities conceding this element participation to the full extent in the privileges that are offered. In a case of crowded conditions the offspring of the non propertied or small propertied peasant is given the preference.

The Russians through their new system are attempting to supply the citizen with the same type of Education the private schools featured for comparatively few pupils.(3) They are continually building and improving their curricula, and their courses of study, in order to strengthen the framework of a system which appears to be basically firm.
Collectivism through participation in school government, group work in the classroom and in youth organizations is highly developed. They have realized the necessity of an intimate knowledge of current topics and one finds the interrelation in school and current events to be very close indeed. Pinkevitoh, the Director of the Second Moscow University, has the following to say in relation to the aims of the new program, "To promote the all around development of an individual who shall be healthy, strong, active, courageous, independent in thought and action, with a many sided culture; an efficient person striving for the interest of the working class, which is ultimately for the interest of the whole of humanity". (7, 26)

It is evident that the department of Education is concentrating all its power toward the development of the Director's objective when the following are listed under its jurisdiction:

1. Village Playgrounds.
2. Schools for Peasant Youth.
3. Factory Schools.
4. Professional Schools.
5. Technical Colleges.
6. Rabfacs (Worker's Colleges).
7. Communist Universities.
8. Stations for the Liquidation of Illiteracy.
9. General Education Schools for Adults.
10. Political Schools and Courses.
12. Reading Rooms.
13. People's Houses.
15. Travelling Libraries.

The Commissariat of Education is also in charge of all Drama, Moving Pictures, Music, Art Museums, Scientific Institutions, publishing Houses and centers which in anyway connect with the principles of the above mentioned departments.
As a result of the new deal in Russian Education it is said that the enrollment in the elementary schools of the country has increased 37 percent, and in the secondary schools 39 percent, while the classes for illiterates have shown an increase of over 900,000 pupils. The general education adult schools contain 62,000 members and more than 200,000 are listed in the Political Soviet and Party Schools. The building program is receiving considerable attention from the powers in Moscow and it becomes more and more evident that the Russians aim to furnish nothing but the best in the way of educational materials for the benefit of the future generations of the country.

Intolerance is rapidly becoming extinct in the plans of construction and education is no longer denied on the basis of class distinction. On all sides there is an increased desire to know the truth and to understand relationships. The Planning Commission itself is an outstanding example of the new spirit, the attitude being one of a strictly scientific nature when an educational problem is encountered. This can be more readily discovered when the reader views the system from the following angles:–

a. The staffing and the conduct of the experimental schools for the deficient and the delinquent.
b. The Organization of the schools for those who are endowed with exceptional ability.
c. The manner in which the schools are equipped for those who will devote their time to local needs and conditions.
d. The makeup of the Teacher training institutions.

It must be said, however, in passing that it is doubtful if progress would have been as rapid along educational lines if the
people were not inspired with a desire for learning and an enthusiastic spirit of cooperation with the authorities. The Russians have shown great ability in the formation of the Educational system; it is strictly rational.

Lucy Wilson, the noted Pennsylvania Educator and authority on this phase of Russian history, has the following to say on its organization, "Soviet Russia has shown remarkable ability in the organization of Education, making it dominantly national, yet with adequate local autonomy. This organizing skill seems to reach down into the four walls of the classroom accounting partly, perhaps for the extraordinary success of the excursion method, the Dalton Laboratory plan, the socialized group- or collective- plan, the Complex, the young Pioneers, the League of Communist Youth, natural history circles, school museums, and a long list of other achievements, born from the rapport which exists between the teacher, the pupil, the community, and the everyday work of the school."
PART II

RUSSIAN EDUCATION OF THE PAST.

The history of Russian Education began in the Kiev when Mojila established an academy in that city about the year 1633 specializing in the teaching of Theology, Philosophy, and Rhetoric. (9, 10) All progress, however, in the country at the time is attributed to the Jesuits who devoted their lives to the foundation of an Educational system in that vicinity of Russia. The efforts of these early groups were not without reward for we find that in 1858 Moscow asked for a translation of the Bible from Greek to Slavonic. This gesture led to the founding of two schools within that city and brought the Monks from Kiev into that district as teachers. Slavinetski and Simeon Polotski were the best known of this early group of Educators; the latter was responsible for the formation of a miniature school in Moscow in 1665 and also acted as tutor to Czar Alexis's two sons Theodore and Ivan. Several members of the Russian court became interested in the field of learning at the time and this pioneer was responsible for no small share of their enthusiasm. It is during this era of history that we read of one Th. M. Rtishchev who devoted his life and fortune to the advance of learning but "the relatively small success with which he met proved what a wilderness he had to work in." (10)

Peter the Great was responsible for considerable activity along intellectual lines but his interest was frankly utilitarian. (8) Any branch of science which could be turned to the immediate material profit of his subjects he encouraged. "Russians were packed off to foreign countries to be educated and
other savants were imported into Russia wholesale. "It was during the reign of Peter that the so-called Russian alphabet came into being. The vast expanse of territory which made up the kingdom of Peter contained an Educational system of one hundred and ten schools at the time of his death.

Catherine the Great built several schools, orphanages, and hospitals and improved to a considerable extent the original plans of Peter. It was during the rule of this noted Queen that the University of Moscow was established. The great institution which was to send scholars to all the courts of Europe was founded in 1755.

Alexander I (1801-1825) attempted to organize a national Educational system. "An intelligent Minister of Education Count Zavadovsky was devotedly supported by a group of enlightened public workers who endeavored to organize a national system"(10) which would place Public learning in a definite place in the national life. For administrative purposes the country was divided into circuits each controlled by a curator who lived in Petersburg, sharing in the Educational affairs of the empire as a whole, but keeping in touch with the provinces through periodical visits of inspection. Soon after Alexander's accession three more universities were opened, all of them in Russia proper--Kharkov, Kazan, and Petersburg. Thus higher education became for the first time accessible to large numbers of the people. In 1804 the first University code was published. After 1815, however, the work of Alexander in this field met with a sudden halt and lack of funds due mainly to the wars abroad checked any further advance for some time.
Nicholas I (1825-1855) enacted a policy which was reactionary in the strictest sense of the word. He placed a higher barrier between the elementary and the secondary school and divided the system into four parts which were placed under the headings Parish, District, Gymnasium, and University. From the year 1813 to 1827 no peasant was allowed to go beyond the district school. Shishkov claimed "Knowledge is useful only when...it is used and offered in small measures according to the people's circumstances and their needs...to teach the mass of people or even the majority of them, how to read will bring more harm than good." (10) Nicholas himself referred to the University of Moscow as the "Wolf's Den". His Minister of Education wrote, "The Younger generation can be turned into useful and zealous instruments of the government if thoughtful guidance be brought to bear on the development of their spirit and attitude of mind ....They can be led into a mood of devoted and humble love for the existing order." (10) During these days all efforts were concentrated on the prevention of advance for Education. The following question and answer taken from a catechism of the period will furnish the reader with an idea of the trend of Czarist teaching.

Q. What does Religion teach us as our duty to the Czar?

A. Worship, Fidelity, Payment of Taxes, Service, Love and Prayer; the whole being comprised in the words Worship and Fidelity.

After the Crimean War the Universities opened their doors to private individuals, and even to women while funds were created to pay for the tuition of the poor students. Such institutions as Sunday Schools and popular libraries were born
and Gymnasia offering Science and Modern languages were established. Girls were allowed admission and their progress was rapid. A survey of the System shows that ninety nine institutions of this kind were in operation six years after they were originated. The Problem of Public Education reached the Czar's discussion twice after the Emancipation, but had it not been for the Zemstvos (Elective Provincial Assemblies) it would never have gotten beyond that stage. "It is no exaggeration to say that in the thirty four provinces in which they functioned there would have been scarcely a village by this time without some form of a school house, if the government had not incessantly interfered with their efforts,"(23) writes Hindus. It was the cry of the government that the Zemstvo schools were expensive and lacking in patriotism and an attempt was made to revise the old parish school under the supervision of the Zemstvo. This however failed due to inefficient teaching and poor equipment.

From the time of the Assassination of Alexander II to the revolt of 1905 the Universities were strictly subordinate; their examinations were supervised by the government and from sixty to seventy nine per cent of the students were rejected. Milyukov once said, "I know cases were lads were excluded from school for having dared to look into the works of our best literary critic, Belinsky, or for having come to a public library to take a book for their relatives. For a student to be at a meeting of a learned society, or to visit a theater, the permission of the head master was required. Neither was this system of close observation restricted to the college walls; it followed the pupil into the street, even to his own home." (24)
The Real Gymnasia were finally demoted into real schools and the curriculum became so stinted that it was no longer possible for the graduate to enter the University. Delyanov, the Minister of Education for this period, writes, "The children of coachmen, servants, cooks, laundresses and such like people should not be encouraged to rise above the sphere to which they were born." Primary Education which had experienced rapid growth under the supervision of the Zemstvos now went back under the rule of the Parish priest and in order to found a school it became necessary to confer with the Bishop of the province.

The Zemstvos had actually founded stations with agricultural research and advisory departments but restrictions placed on raising taxes hampered their advance considerably. It was their original intention to construct a network of four primary schools around every village and it is to be regretted that the opposition to them was so strong.

At the time of the Revolution of 1905 the number of illiterates was very great despite the fact that the schools as a whole were well manned and equipped. (2) Krupskaya's remarks on the situation are worthy of mention at this point inasmuch as they afford a vivid picture of popular education in Russia during the period. She says, "The public school was under the strict surveillance of the priest, the tight fisted rich peasant and the policeman. The Teacher was always under suspicion. Prayers and religious instruction filled most of the school time. Icons were the principal equipment. All the textbooks were permeated with a spirit of bigotry. Histories were written in servile loyalty to the authorities. Discussion of the reali-
ties of life was taboo. Nature study was viewed with suspicion.

"Half the population of the Russian empire consisted of non-Russian nationalities who often had no knowledge of Russian at all. The Czar's government assumed the task of "Russifying" these nationalities. Many of the Oriental nationalities were without a script of their own. There was no literature, nor were periodicals printed in the languages of the national minorities. No school was conducted in any language except Russian." (25, 6)

Despite the fact that the Educational System of the old regime had many faults the Soviet government has not completely discarded it. In the olden days the Russian student was well regarded throughout Europe, and even to this day a foreign-scholar who speaks French fluently is at once judged to be a Russian. The people of the Czars won world recognition in almost every field of professional work and investigation. "Across the years, in the pages of Romance, the Russian student is an engaging figure. But it was an education designed for the few and, indeed, possible only with selected groups." (7)

The records show that as early as 1905 the Russians were experimenting in the Educational field. At Shelkovo in that year we find mention of the formation of a kindergarten under the direction of Alexander Zelenko, Louise Schleger and one Stanislaus Shatsky. The first named was an architect by profession and we find him responsible for the building which now is known as the Moscow Experiment station. Both Zelenko and Shatsky were arrested in 1906 for their idea of a kindergarten, and were charged with "trying to plant socialism in the minds of
After the arrest the men returned to Moscow where they continued their activities under the name of a Society for "Furtherance of the Education of Children." 1918 saw the Soviet government adopt this institution as the first experiment station. It contained Kindergartens on the first two floors under the direction of Louise Schleger, a unified Labor School for Children, a Pedagogical Technicum in which Zelenko and Shatsky taught and a Pedagogical Library under the direction of Kiritchka another member of the original reformers.

In one particular district there were seven kindergartens, thirteen elementary schools, an additional secondary school with an enrollment of six hundred and seventeen pupils under thirty four teachers. Shatsky was in charge of the curriculum and built it after a thorough study of the industrial and agricultural regions. He taught the teachers to study the same angles in order that they might be able to build along the same lines. This man developed from his experiences a system built on the following principles:

a. The study of the actual environment of the children in relation to and in addition to the study of the individual child.
b. The intelligent selection from this environment of something so vital that it will act spontaneously as a unifying educational force.
c. The release of the creative energy of the children so that they individually and collectively will press forward to theoretical and practical solutions of problems, acquiring enroute much worthwhile knowledge and skill.
d. A fine art of guidance assuring good workmanship all along the line.

Needless to say the Experiment station has been a huge success. Nearly five thousand people visited it in 1925-1926;
chief among which were visitors from Belgium, China, England, France, Germany, Japan, Poland, Spain, Turkey and the United States.

An amusing feature of it all is that Shatsky, who designed the idea through borrowing on the ideas of others, has since found himself the lender; for various schools in the vicinity of Palestine are attempting to follow his ideas.
PART III

THE NEW EDUCATIONS OF THE SOVIETS.

The World War changed completely the complexion of the nations of Europe. (8,6) Nationalism had gained its ends and the people were fired with a new flame which was carrying the masses forward by leaps and bounds. The days of the Hapsburgs, Hohenzollerns, and Romanoffs had found them blindly following the edicts of these houses without ever questioning the reasons for their issue. The commoner had taken it for granted that his sons and daughters were to attend the schools of the realm as long as they were permitted and after that they were to serve in the same capacity as their fathers and mothers had done before them.

The catastrophe of 1914 opened the eyes of the blind, it instilled in the majority an instinct to know the reasons for every edict, and most of all it filled the commoner with the determination that he would see to it that his sons and daughters advanced to a stronger position on the educational front than he had ever been able to occupy. Vienna was the first to experience to a marked degree the new trend when over 250,000 people rose as one man and demanded the passage of an educational program which would represent years of co-operative study with much experimentation. Russia, we find, was but a step behind. She sought to install a program of education which was based on scientific study and experiment with the definite objective of educating children to responsible freedom. So rapid was the advance of the Soviet regime that it forged quickly to the fore having launched a system designed primarily for the political
and social development of the whole people to a new social order. She realized better than any other nation the truth of the little motto which adorned the door of the Morosoff School away back in 1911, "The Children are the creators of the future." Russia called her ablest philosophers, psychologists, scientists, and pedagogues to the service of education. Their efforts bore fruit in the formation of a program cooperative to the highest degree—one in which vast numbers are taking a vital part.

In 1918 the People's Commissariat of Education draw up a plan which made a pre-school education for children from three to seven years, an elementary, from eight to twelve years and a secondary, from thirteen to sixteen years, Free, Obligatory and Universal. The proclamation was accompanied by the announcement that every Russian citizen was entitled to a higher education. Invasion, famine, and civil strife hampered the progress for almost a year and a half but the Russian people were not to be denied and it was evident even in these early days that out of the chaos they would build firm and strong. The great activity of the mass was bound to bring forth success. Gaullchere, professor of mathematics in the University of Leningrad, said; "Never before—nor since—have I had such classes. Both teacher and students shivered in sheepskins. Our hands were so stiff with cold that we could scarcely write but inside we were aglow with the fire that comes from creative thinking.

"And yet it was a happy time. We got down to realities. We saw the whole of life. We realized that only by reviving industry could we compel the peasant to give us food; that all other efforts were futile. We glimpsed the light and we fol-
The initial decrees of the Commissariat of Education called for the separation of the Church and school, they recommended coeducation, and they encouraged non-Russian nationalities to organize schools in their own language. They afforded a decided contrast with the old regime for no longer was the idea of Russifying non-Russians the aim of Moscow.

The Soviet government found considerable difficulty at the outset in dealing with the teachers and professors of the established institutions. Lunacharsky, the first minister of Education under the new regime was confronted with a deserted ministry when he assumed control. The instructors were opposed to anything which resembled an official educational program, it was their desire to teach what and how they saw fit. The Commissariat handled this matter rather slowly in comparison to the manner in which the government attacked other problems. It was not until 1920 that a tentative plan for elementary education was published. This, however, was followed shortly by a similar program which would cover the other branches of the new system. The Scientific Counsel of the Commissariat spent many long hours on the formation of these plans, and the outstanding aim was to approach the work from the point of view of a new child in a new world. Krupskaya held the chairmanship of this group and was ably assisted by such prominent figures in Russian learning as Shatsky and Bonetsky. Continual revision, which was prompted by a great number of instructors who had embraced the new doctrines, finally resulted in the publication of the official Program of Education for the Soviet Republics. Lucy Wilson says,
There is no smell of the paste pot, no hint of scissors in the educational program. Instead, one is conscious of a great, hopeful, vital, integrated plan, embracing all the people in the Union—all ages, all nationalities, all needs.

"The deepest, most dominant aim of the new education is to educate the children, so that collectively, they may create a new world, in which each may live effectively, cooperatively, creatively,—leaders and followers, in accordance with their abilities and the exigencies of the situations....Without doubt the aim of their education is to make thorough going communists out of the next generation." The Commissariats themselves say, "The old mechanical ladder created by the bourgeoisie, of elementary education (for the people), secondary education (for their employees and allies), and the higher schools (for themselves) does not fit our Soviet system."

A second aim was to transform the adult population as quickly as possible into a literate, intelligent people while the third and final major objective was to develop and preserve national culture as an essential to general culture by the development of national schools in the language of the people. It was for the purpose of realizing the accomplishment of these last mentioned aims that the Commissar of Education assumed control over the numerous institutions which were enumerated on Page 3 of this work.

Other necessities made themselves known from time to time in the progress of the system, such as incessant demands to develop specialists of all kinds and to educate adults to party
It was also found that there was a far-flung need for professional schools, for short courses, for technical schools, and apprentice shops but all demands have and are being met with a high standard of efficiency.

The Soviet Republics have built their system on the following principles:

a. The Social education of all children to the age of fifteen is the affair of the State and not the family.

b. Education must be cooperative. The ability to both "give and take" knowledge must be developed. Individualism is blackballed.

c. Education must include efficient work and active participation in public and political life.

d. There must be a close connection between social and vocational Education.

The official program substantiated the principles and aims of the organization with the following list of minimum skills, attitudes, abilities, and knowledge required of the student.

a. Orientation abilities;

Given a plan they must be able to find any locality in a particular town or city, they must be capable of estimating the time to reach a certain point, and fulfill a definite assignment.

One must have a knowledge of quantity and quality.

The individual must know the location, purpose and nature of Public institutions.

He must have a fundamental knowledge of Public Utilities.

b. Fixation Abilities.

The Student must be able to give a definite idea by both plan and mouth of a given district or of work accomplished. He must be capable of making reports, accounts and bulletins.

c. He must have a knowledge of physical care of human beings.
d. Practical abilities.

Must be capable of general repair work. Have a working knowledge of tolls and electricity.

Must be acquainted with the use of dictionaries, catalogues, newspapers, journals, directory, museums, archives, etc.

Must possess a knowledge of agriculture.

e. Must be capable of taking part in public meetings, and recording the minutes of the same.

While speaking to the League of Communist Youth in 1920 Krupskaya had the following to say, "First the school must develop in the child an active interest in phenomena of nature and of public life. Second the school must teach the child to seek scientific answers to his questions in books. Third the school must develop in children the habit of studying and working in groups.

"Besides these educational principles, the school must supply her pupils with certain knowledge and methods which are necessary to help them to function in civilized society and will be of value to them in their further self education."

The administration in each of the six republics is under the People's Commissariat of Education according to the first section of the constitution of the Union of Socialist Soviet Republics which reads, "that this union is a voluntary union of equal peoples; that each republic is secured the right of freely withdrawing from the union...that the new united state is a worthy crown of the foundations laid in October 1917, of the peaceful dwelling together and brotherly collaboration of peoples." (vid.19a) The right of withdrawing need not be mentioned for from all evidence there is the greatest peace and
Communist Party

- Soviet Russia
- White Russia
- Ukraine
- Georgia
- Azerbaijan
- Armenia

Commissariat of Education

1. Administration
2. General Education
3. Scientific Council
4. Scientific and Art Inst.
5. Pre-School Education
6. Technical Education
7. Education in Non-Russian Languages
8. Literature and Publications
9. State Publishing Agencies
10. Cinema Board
11. Supply Board
union between the respective republics due no doubt to the fact that the important things are settled by the Communist Party which prevails in all sections. The Commissars frequently come together, however, for discussion on the work of their particular districts.

The Commissariat of each republic has four departments attached to the executive committee of the local soviet (gubernia, county, township, and village.) Each local soviet has a committee on national education which makes it an easy task to launch an educational campaign. It is the work of these local departments to secure most of the necessary money for operation.

The Commissariat of Education is subdivided into eleven departments which come under the following headings:

- Scientific Council.
- The Administrative Organizing Board.
- Board for Technical Education.
- Board for Education in non Russian Languages.
- The State Publishing Agency.
- The Supply Board.
- Board for scientific and art institution.
- Board for General and Technical Education.
- Board for Pre School Education.
- Board for Literature and Publications
- Board for State Cinematograph Enterprise.

Such groups as the Youth organizations, the Red Army, the Trades Unions, and the Cooperative Shops and Societies are also responsible for Educational advance.

It might be well at this stage to discuss more in detail the manner in which the Government arrived at this organization. It had been the policy of the Provisional Government which was in power until November 1917 to refer all administration to the Zemstvos and the municipalities. On September 26, 1917, it was seen fit to abolish the offices of curators and inspectors due
mainly to the rabid demands of the people for more representation which resulted in the formation of a State commission of Public Instruction. (May 1917) This institution drew representatives from all organizations, but it soon became evident that the trend was in the direction of local administration with the power of distribution of grants for district schools passing once again to the Zemstvos. Among other things there was a movement in favor of increasing the salaries of the instructors, changing the form of spelling, making Education compulsory, and placing all education above the primary stage in the hands of the Council of Education. The personnel of this Board was to be formed from teachers, physicians, parents of the children, and the representatives of the local government.

With the rise to power of the Bolshevik regime in November 1917 the control of the schools passed from the Zemstvos to the Soviets which represented the masses only. (14,15) The Soviets of Education were organized from the representatives of all organizations sending delegates. Numbered among those present were workers, soldiers, peasants, deputies, representatives of local educators and students, and experts invited for consultation. It was deemed wise at the time to limit the Educators and students to one third of the membership, to hold meetings from one to three months, to have the soviet elect an executive committee, to have the regional and provincial Soviets seek appropriations from the state treasury, and finally to assure the Soviets of complete autonomy when financial and pedagogical questions were to be settled. The local Soviet was superceded
in power by the County Soviet, the latter being responsible for its actions to the district Soviet which was subject in turn to the Regional Soviet of Education and the State Commission of Education. It was also decreed at the time that:

a. The State Commission would have to approve all new school buildings which were covered by expenditures from the State.
b. The Authority of the Soviets was to extend to all theaters, excursions, libraries, etc.
c. The Soviets were to assume the work and the authority of the Zemstvos and municipalities.
d. No changes were to take place unless they were in accord with local conditions.

Parent's organisations which were begun as far back as 1905 when pupils rebelled against reactionary teaching were given a definite place in the Educational councils, and the care of books, lunches, and sanitation was placed under their control. 1917 also witnessed the elimination of restrictions on the Jewish People and the Polish People who were the main objects in the Russifying schemes of the Czars were given their rights and the question of languages was definitely settled.

The Educational Ladder of the Provisional Government which made its appearance in June 1917 was built on the following ideas:

1. The pupil was to begin with the elementary school and pass either to a lower vocational school or continue to higher elementary grade corresponding to the first four classes of the old gymnasium. With this higher elementary school the elementary school cycle ended.

2. The Secondary trade or four class gymnasium was to correspond to classes 5, 6, 7, 8 of the old gymnasium.

3. The University, Higher Technical or Professional school.
In all matters pertaining to texts the Provisional government and the Bolshevik appointed committees which were to act in practically the same capacity as the old scientific committee did in the days of the Czar. They decreed that fifteen years after the death of an author all profit from his work was to be turned over to the State for a period of five years. The whole attitude at the outset was one of vocationalism and utilitarianism featuring a wide scope of experimentation.

As one would expect the first years brought their disappointments but the fact that the system remained practically intact speaks well for its foundation. The better points of the Provisional government and the Bolshevik regime have given evidences of success and from all accounts those in power are and have been willing to profit from mistakes. The problem of training a sufficient number of engineers and technicians confronted the authorities from the outset and the results of their early efforts to conquer the difficulty were none too encouraging. The new schools were deficient, the character of the training was low and the students were compelled to proceed although a great percentage of this loss, however, can be charged to overcrowded conditions, the nature of the equipment, and the spirit of unrest in the country. Krupskaya, Shatsky, and Belensky were characters well acquainted with Education and their long hours of research and study on a program of Education have already accomplished unheard of results. It will be admitted that the aim of the government to erase illiteracy from the fact of Russia by 1927 has failed. It was an absurd aim in the beginning for when one
scans the face of Russia in 1917 with its millions of people and finds that only 9,000,000 can be classed as literates, it is more than evident that nothing short of a miracle could remove the stigma in the course of ten years. The Commissariat set out to eliminate illiteracy and make education compulsory for all; a glance at reports and surveys of the progress of Russia's attack on this front shows her going over forward. (vid 24a)

Her instruments of offense in this great battle have been in many cases strange ones, Woody in his work New Minds—New Men says, "Politics has been admittedly a part of the Education." Russia must train students, "to be (1) Supporters of Dictatorship, (2) Collectivists, (3) Militant, political and anti religious in mind, (4) Physically and mentally healthy." She wants to create a new cultural atmosphere opposed to that of capitalism, to foster a hatred for the rich in minds of the young because as far back as she can remember they have never helped her and have deprived her sons and daughters of innumerable benefits in life. The Country was drunk with the idea of the new freedom and time alone can remove the awkward features in favor of something more in accord with the good that is really behind the aims of the system.

The Educational institutions of the Soviet exhibit an unusual uniformity in plan from top to bottom it "is not built piecemeal but in strict accord with the main principles of the Soviet power."(21) The Educational institutions are grouped in four classes viz.;

1. The regular school system.
2. The political education of adults.
RUSSIA 1917  

![Diagram 1917](image1)

RUSSIA 1929

![Diagram 1929](image2)

1900  

Not Attending School

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1917

Not Attending School

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1929

Not Attending School
3. Political organisations for youth.
4. Extra curricular mass agencies and clubs for the promotion of Educational activity. (vid.25b)

Woody claims the fundamental purposes of this education are;

1. The promotion of a political economy based on present tasks—particularly increased productivity.
2. Social and political education of the mass toward Communism.
3. Development of culture by several national groups as a basis of a Universal Human culture.

The fundamental guides in setting up the system have been;

1. A Union of Education with Productive labor and political life.
2. The actual claims and needs of Society must be met.
3. Education must be suited to conditions of life of the groups for whom it exists.
4. There must be a bond between social and vocational education.
5. The mass must be educated for the extension of education and for participation therein.
6. There must be a continuity from one stage of education to another.
7. There must be equal rights for all except the "Declasse".
8. There must be no religious education.

Lenin once said, "Our task in the school world, is to overthrow the bourgeoisie and we declare openly that the school apart from life, apart from politics is a lie and a hypocrisy."

(13) All education must have a professional slant for the new mind must be secular, athletic, militaristic, sexless, political, collectivist, and non nationalistic. Lessons in all subjects center around political Education, it is fundamentally based on an international idea which leads Hindus to remark, "I cannot help wondering....if someday this international mindedness will not crystallize into a new and rabid nationalism."

The early Soviets were interested only in culture that served the working man; Lunacharsky himself said, "for us the
Outline of Soviet Education

Paralleling Types of Education
one idea inseparably connected with the idea of all public education is the political propaganda and advancement of the party." (5)

The spell of this man was cast over the system in many ways and practically every word he uttered was borne out somewhere along the line of the educational program. It is particularly interesting at this point to note the manner in which the "advancement of the party" was carried out. The system called for, or rather demanded the practice of self-government among the students. As a result we find such self-governing committees of pupils as the Committee on Sanitation, the Committee on Food and the Committee on Clubs whose meetings sometimes lasted for four and five hours after school. No detail was overlooked in the management and procedure to be followed during a meeting of this kind. The individual in charge has to submit a thorough statement of what actually took place much the same as the sample report listed below:

1. We have introduced the uninterrupted year....
2. We have abolished to 100% absenteeism in our schools....
3. We have organized the following campaigns: (a) Anti-religious campaign in five villages. (b) Campaign for industrialization. (c) Campaign and exhibition for raising the yield etc.
4. We have organized societies....(vid.26a)

All teaching is intended to be a faithful reflection of the problems and ideology of adults. Woody states "the schools must be dominated by the party ideology, must be disseminators of that and only that, ideology....by means of education through the schools, and the organization of youth, the working class is to be aroused to class consciousness; it is to brought into a struggle to secure the complete enthronement of the workers as dictators."

(21) This self satisfaction is a strong force in the system and
Example of Russian Student Organization

Pioneer Brigade

School Council

Com. III

Com. IV

Cultural Committee

Com. I

Com. II

Com. III

Com. IV

Student Council

General School Assembly

Economics Committee

Com. I

Com. II

Com. III

Com. IV

Sanitary Committee

Com. I

Com. II

Com. III

Com. IV

School Report Committee

Com. I

Com. II

Com. III

Com. IV

Com. V
has for its aims the idea of keeping the collective idea foremost, of keeping the school in touch with the farm, factory, and Red Army. In the infancy of the Soviet regime the pupil organizations were revolutionary bodies used to combat teachers and old methods.

The class group contained four commissions in each and theoretically every member of the class served at some time or another on one of the commissions.

Two outstanding examples of Student government taken from the Soviet system were the Student Council and the School Council. The former was elected by the entire body and was assisted in its operations by the teachers of the social sciences. The latter had a representative from the student council and governed the admission of pupils. It was made up of a Manager, Teachers, President of the Student Council, Heads of the Student Council Commissions, Secretary of the Pioneers, Two leaders of Pioneers, President of the Parent's Committee, Members of the Village Soviet, Representative of the Workers and Delegates from the local Peasant's Union.

The guiding principles of this system of self-government according to the office of the Commissariat are listed as follows:

1. It stimulates activism.
2. It emphasizes the dignity of labor.

In actual practice self-governing units were often limited and superficial in effect but in many cases they have proved their worth. The main difficulty which led to loss of power to some extent was a tendency on the part of the leaders to go beyond their power.
Lunacharsky's reference to "propaganda" is also evident when one notes the manner in which the government makes use of education to demonstrate the superiority of Science over religion. (12, 19) The newspapers are filled with it, telling of the uselessness of church festivals. The doctrines are preached and taught to the children in order that they may bring the teachings into the homes for the benefits of the parents. The school is the agent of the party and those in authority have realized the necessity of treating it as such if Soviet Philosophy and Soviet ideals are to gain permanency. The higher schools are set aside as centers and the students are in many cases carefully selected for matriculation. When the Bolsheviks first gained control they seized the Universities in order to insure themselves of a base of supply for their propagandist activity. (14)
PART IV
RURAL EDUCATION.

The situation in the country has not shown the advance that can be credited to that of the city, due mainly to difficulties of travel, equipment, and housing conditions which have formed an almost unconquerable barrier for the authorities in their fight against illiteracy. It must be said at the outset however that the desire for learning has actually been created as is evidenced by the fact that in many quarters the peasants themselves have come to the aid of the Commissariat and have constructed schools with their own hands. The peasants in the Kingiseep district near Leningrad built in 1926 with their own hands, and at their own expense seven large new schools. It is a problem however that only time and money will be able to solve for the Russian government.

It is the same in all quarters. In 1929 the children were in dire need of kindergartens, hearths, playgrounds, elementary, secondary, and vocational education. The country should be able to make use of the gifted and take care of the defective to say nothing of those whose early education was completely overlooked. When the reader considers, however, that over eighty two percent of the population is rural and scattered it is easy to see that the cost of maintenance of a rural system exceeds by a wide margin the actual valuation of many of the districts. (27)

Rural education in Russia has always been very backward. Peter the Great was responsible for the formation of what was known as an Arithmetic School as far back as 1714 but this fell by the wayside and at the end of the eighteenth century the
peasant could only gain an education by attendance at a private school of the realm. Alexander I and Nicholas I went so far in their decrees as to declare that the peasant could not be admitted to schools higher than the parish and the district school standard.

In the year 1830 the first National schools came into being and the sole purpose of their origination was to create a vast army of clerks for the use of the government. Primary schools followed and were finally succeeded by the parish school. The course of study in these followed the idea of giving religion and the Slavonic language about two fifths of the total time, Russian one third, and the four fundamental operations in Arithmetic one sixth, while Geography, History, and Science were completely omitted from the plan of learning.

When Universal Education was practically attained in the larger towns by 1926, less than half of the village children were obtaining the same benefits. The Province of the Ukraine which was admitted to be in an advanced stage at this time openly stated that it would consider the work a success if it could show approximately sixty per cent of the village children educated by 1928. Here again we must say that the base on which the authorities are constructing this system appears basically firm. Lucy Wilson takes occasion to remark that according to the Binet-Burt tests the peasant children in the elementary schools rank higher in intelligence than town children. It must be said, however, in passing that the curriculum with which they are working is so organized as to fit the work to the local government and environment with the definite aim of constantly im-
proving its efficiency. In each rural district (Volost) there is an experimental school whose primary purpose is to help the teachers through visits, conferences, and other practical means.

It is amusing to compare at this stage two stories as told by Turgeneff and Hindus of the shephard boys going to pasture. The former writer tells of the fears of the boys lest they should be taken by the creatures of the night which tradition said infested the region. The Parish priests were responsible for many takes of terror among the peasants, and these were handed down from generation to generation for many years. The latter writer speaks of the absence of such fears in the present generation as they go along to their tasks discussing such problems as marriage, morality, religion, America, the Revolution, taxes, soviet officials, newspapers, the army, clubs, science, technique tractors, electricity, education and culture. (23)

The School of Shatsky which was mentioned earlier is this work is still the outstanding example of a school fitted for rural surroundings. It is built for the elimination of the old backward peasant ideas and the substitution of the new advanced systems. The pupils solve their problems according to the best everyday methods of solution and their statements on progress are reserved for the benefits of their successors. Everything that is studied is linked in some way with the work of every day life in order that the child may state the new views of the country to his parents and convince them of the folly of the old beliefs. "Instead of trying to increase their home work the schools are very wisely trying to organize it so that it may bear less heavily upon them and so that they may understand its
inner meaning, its relation to surrounding life, as well as the meaning and social importance of all labor." (7)

The teaching here also seems to be of a better grade. An instructor in one of the rural schools was handling the third and fourth grades. The younger class was studying the shape of the earth and was assigned the task of consulting the people in the village on the question. The pupils then returned to class and studied the various reasons given them for the different theories they had heard. The texts on the subject were then consulted and the class was given the assignment of writing its opinion, and at the same time refuting the beliefs of their older associates of the village. While they were putting their ideas in writing, the instructor spent his time with the older class which was working on the weight of a potato. It was weighed as it was taken from the soil, then dried and weighed again. The pupils were then asked the reason for the loss in weight. The answer was readily given but the difficulty arose when they were questioned as to the remaining ingredients of the potato. This was their problem and they were to attack it in much the same manner as the pupils of the third grade had treated their project. Every report on a project is completed in the most orderly fashion, each contribution being neatly arranged and carefully worded. The finished edition is then placed on file to be used again when another class confronts the same project. Another project which was given to many classes had to do with the bodies of animals which for sometime were not buried and left to decompose in the snow. The children were told that this practice must be discontinued and were assigned the task of find-
ing out why such a ruling was issued. It resulted in a great improvement in sanitary conditions throughout the rural districts and aroused the interest of the older folk in the improvement of the country.

The Secondary school of Shatsky's colony is the leading factor in the community. Such problems as the scientific feeding of cattle to get bigger milk returns at the same or less cost, have interested the whole country side.

In 1927 the Project or Complex which confronted all the Schools was "The Progress of the Union during the last ten years" and this complex was divided into parts which were assigned to various groups. One studied the growth of the party in the history laboratory, another studied the growth of electricity in Physics, and still another group worked on the growth of agriculture in the Biology laboratory. All groups returned for the making of graphs and charts to the mathematics and art departments. The finished report on such a project as this, was nothing short of a thesis, a collective effort on the part of each class with a completed index and table of contents.

On a complex of this type the teachers held several meetings for discussion on the method of approach and the overthrow of difficulties which have been encountered by the class. In passing it must be said that much of the success of this system depends on the teachers. They are dealing with a group that can be made into a worthwhile addition to the community and country and it is their task to keep the flame alive with interest and a great desire to learn. In the majority of the cases which have been reported unfavorably the instructor has been of
the dull type with absolutely no attraction for the youngsters he was dealing with.

Although the results are not as favorable as in the city it is nevertheless surprising for the reader to note the progress in the rural district. (vid.34a) In 1913 there were 2,800 rural letter boxes serving only three percent of the population in 1926 there were 64,000 of the same boxes catering to fifty two percent of the population. The same year saw three hundred and twenty "Book Pavillions" opened by the post and Telegraph agents in White Russia alone.

The "Peasant's Gazette" increased its circulation from 50,000 in 1923 to 1,000,000. In 1926 and in the course of those three years the paper has received and answered hundreds of thousands of letters either of suggestion or of complaint from clients. All complaints of government were carefully traced and in many cases led to the trial of the individuals who had misused the power. The paper left no stone unturned in cooperating with its thousands of correspondents, having chosen a great number as permanent correspondents and having published a special magazine known as the self educator for the selkirs (correspondents). In March 1924 there were 24,820 receiving the pamphlet and in 1926, 161,000 were numbered as recipients.

Such Journals as "Science", "Every Man His Own Agromonist", "Hustary Artel" are accomplishing the same results as the "Peasant's Gazette."

No story of Education in Russia is complete if it stops with the Schools. Very important is the Educational work carried on by the Red Army in the villages, by the Trades Unions,
by the Cooperatives, in peasant homes, in the village Soviets; and by the itinerant libraries, moving pictures, peasant theaters, and the radio." (21)

"Much of the extra mural education functions through the Isba (cottage) or the Narodny Doma (People’s House)." (21) The Isba is the village reading room equipped with games and journals and it is here that Teachers, physicians, lawyers etc. meet and discuss projects or demand hearings. Classes for liquidation of illiteracy are frequently held within the confines of the Isba.

In 1927 the villages on the Smolny opened 20 clubs, 17 cottage reading rooms, 10 moving picture houses, 35 libraries, 5 district hospitals, 6 infirmaries, 4 veterinary infirmaries, and 7 baths in honor of the tenth anniversary of the Revolution.

The rural districts are the real literacy problem of the country but a continuance of the policy of the past ten years will in time gain the victory.
PART V.  
THE UNIFIED LABOR SCHOOL. ELEMENTARY AND SECONDARY.

The system of Public Instruction in the Soviet Union is based on the conception of a single school divided into standards or grades which are interconnected. The first grade (Elementary) is for children from 8 to 11 years of age. The first grade school is a four year course although in some rural districts it runs for only three years. (vid.21b) "The aim of the first grade is to teach the children to read, write and reckon, and such elements of science as will give them, within the limits of their faculties and age, a correct understanding of their surroundings, of human labor, or natural phenomena, and of public life."(40) The second grade school offers a three or five year course. The three year course added to the first grade gives a training similar to our Public School Program. The aim of the seven school year is "to give its pupils a complete knowledge of human labor activity as a whole, of the social organization of mankind, and of the elements of the laws of nature and of public life, so as to help the student to become a conscious citizen of the Soviet Republic."(40) As would be expected both the seven and nine year schools have an agricultural trend in rural districts, a technical one in industrial centers and a municipal one in cities. Whenever one of these schools is near a factory; for example, in Moscow, near any of the Caoutchoucs (rubber), the Amo (automobile) or, the Trekhgornaia (textile) the emphasis toward the individual industry is marked.
The Unified Labor School has a few peculiarities which it might be well to mention before proceeding with the discussion. They are viz.

A. There are no examinations for admission or promotion.

The latter depends on the year's work judged by the collective contribution of the group.

B. Every child has a medical examination four times a year.

C. Student Government is Universal.

Krupsky says; "Student self government cannot be copy of the forms of political life of adults, for in the life of children, neither class struggle nor class domination can take place."

"The School is rather an embryo and a symbol of the future society without classes.

D. Coeducation is Universal.

E. The Excursion and the Complex are dominant methods, prescribed by the Scientific Council.

The rise of the Excursion method may be attributed to three causes.

1. The influence of the German ideals on pre-revolutionary schools.

2. The lack of equipment of the first schools of the new regime.

3. The remarkable organizing ability of the Russian people.

This method calls for a group study of some particular point of interest, chiefly from an observer's viewpoint with the idea of being able to describe as clearly as possible just what was witnessed. An example of this would be to send a group of students to the historical museum to view some particular objects
pertaining to the phase of history which they might be studying at the time. The Russians have developed the system to a higher degree however than one would expect of a system which may still be classed as an infant. A case is quoted of a group from the Lepeshinsky Memorial school making an excursion to the Ural region during the summer months and meeting the expenses of the trip with money which was collected en route from people who listened to their discussions. Upon the return of the party several interesting papers were added to the school's collection with reference to geography, geology, economics, history, ethnology, and archeology of the Ural region.

The Complex method was a project curriculum that functions not merely in a few schools with a few teachers but practically in every elementary school with all kinds of teachers, and in some high schools with the abler teachers. This method encountered considerable difficulty in the country and the teachers have in many cases opposed it strenuously. There has been considerable experimentation and many changes, so much so that the little pamphlet of 1920 has now evolved into a program of some six volumes. Krupsky once said, perhaps in momentary impatience, "the complex has been metamorphosed into a kind of a fetish; that which was straight and clear, at first, has now become tangled and muddy and transformed into a pedagogical acrobat."(30) She has fought faithfully for the dominance of this method as she originally intended it to function.

The complex was nothing more than a center of interest. In the elementary schools the big complex could be children's life; in the Secondary schools it would be Community life. In the for-
The complexes were divided into a series of problems each helping and leading to the solution of the next and in the end joining into one harmonious unit. It was in the secondary schools that the difficulty with this method was encountered. It was found impossible to break down the subjects, so each was treated in its own separate laboratory and used wherever possible to help the complex. "Each teacher is expected to develop his own program in conjunction with the rest of the faculty and most definitely in cooperation with the children themselves." (30)

The first program of Education is issued by Krupskaya, Shatsky and Elonsky was admitted to be a philosophical and fine curriculum, especially that for the elementary schools, and particularly as it worked out in the numerous experimental schools. Several teachers however found it difficult. The Scientific Council once more investigated. The curriculum was resubmitted not only to the experimental schools but also to thousands of the teachers and they were asked for suggestions as to the proper changes. This procedure was followed every time that a new edition appeared so that now "on its tenth birthday, the Scientific Council of Education may well be proud of the six volumes that embody its wise and skillful direction of a genuinely cooperative enterprise in curriculum making." The problems of

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Russia Complex were studied by 7 schools
Physical Training were studied by 7 schools
Art were studied by 5 schools
Childrens Organizations, were studied by 32 schools
Clubs, Children's Corners were studied by 8 schools
Pioneer movement were studied by Radischev Memorial
School & trade connections were studied by 32 schools
Dalton Plan were studied by 8 schools
Books

The work thus obtained and which will be referred to hereafter as the New Program departed but little from the first edition. It centered around and was dominated by the Labor and Work ideal. In addition Nature, Human Relations and Russia were still determining complexes. The objectives were right habits of thinking, right habits of individual work, right collective habits, never merely knowledge or skill. Much stress has been put on pupil organizations (Pioneers, Comsomols) and on pupil participation in school government.

"The general education of a child", says the Program, "must go hand in hand with the development of his understanding of the world surrounding him with the acquiring of proper habits in his work, with public activity, and with self organization."(1)

The following excerpt from Eppstein's report (1927) is significant since it furnishes us with an estimate of the manner in which the New Program as regarded:-

"An outstanding feature of our schools is the close contact with the masses of the workers and peasants, which has developed to highly encouraging proportions. The elementary schools are becoming the centers for various public organizations of active support to the schools, such as auxiliary committees, parent's conferences and so on. Such public organizations are the vehicles through which the masses of the workers are attracted to take part in the work of education. And it may be confidently stated that the work in and around the elementary schools is training hundreds of thousands of workers and peasants to take part in the government of the country."
The right relationship between skills and types of material and types of work was made clearer in the first edition although the idea was stated in the first edition of the work. Under the study of surrounding phenomena and organized activities of children, the following types of work were suggested:

- Talk and Recitations
- Observation and Experimentation
- Illustrative work
- Various forms of public service
- Excursion and Investigation
- Observation and Measurement
- Reading and Writing

The second type of material supplements that mentioned above;-(wth. 41a) knowledge and skill in language and mathematics, with reading, writing, conversation, problems, etc. These examples were again illustrated followed by the explanation, "Significance of the repetition of reading, writing, pronunciation in both types; In the first they are the means of "writing out the couple" In the second they are the subject of study themselves. The development of the couple and the acquisition of skills should be closely connected." (39)

The system had advanced from the first tentative program of Lunin’s day and had outgrown the limitations of an experimental school. The new program was not tied to be a pedagogical formula for the whole country.
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<th>Subject</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
<th>Ninth</th>
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<tbody>
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<td>4</td>
</tr>
<tr>
<td>Mother Tongue</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Natural Science</td>
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</tr>
<tr>
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<td>Physics</td>
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<tr>
<td>Geography</td>
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<td>Foreign Language</td>
<td>3</td>
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<tr>
<td>Labor Education</td>
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<td>3</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>1½</td>
<td>1½</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Care of the Body</td>
<td>2</td>
<td>1½</td>
<td>1½</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>36</strong></td>
<td><strong>36</strong></td>
<td><strong>20</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

*From op. cit. p. 449.*
The Unified Labor school answered the demand for an education for everyone, with the objective of helping the child to gain a complete natural mastery of his social environment and of making him an individual with collective habits and a collective point of view. (vid. 36a) The creation of a system of Trade, Technical, and professional schools was to supply the demand for competent workmen, trained technicians, and industrial engineers of all sorts and kinds.

The Trade and Technical schools solved the industrial problems through factory apprentice schools, professional schools (elementary), professional schools (secondary) and technical colleges. The so-called worker's faculties (fabrict and Technical courses) might also be included in this group.

The Factory or Apprentice Schools are of three types:

1. Schools organized in Factories for Juveniles learning the Trade.
2. Schools using the factory itself for a training ground for Juvenile workers.
3. Young workers schools for Juveniles employed in trades requiring skill.

The first type is similar to the continuation school in this country although it differs in the time devoted to academic work. Such schools are subject to the Commissariat with respect to time, curriculum, and methods, and the number of students is limited so as to comply with demand.

As is the case in all schools discussed thus far, student participation in school administration is stressed to a great extent. All the leaders are members of Youth organizations.
**SHOWING THE DEVELOPMENT OF THE UNIFIED LABOR SCHOOL 1918-1927**

From the report of M. S. Eppstein 1927

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>Universal Elementary Schools</th>
<th>Pupils</th>
<th>Education Percentages on the basis 1914-1915.</th>
</tr>
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<tbody>
<tr>
<td>1914-15</td>
<td>104,610</td>
<td>7,235,928</td>
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<tr>
<td>1920-21</td>
<td>114,235</td>
<td>9,211,351</td>
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<tr>
<td>1921-22</td>
<td>99,396</td>
<td>7,916,751</td>
<td>99.0</td>
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<tr>
<td>1922-23</td>
<td>87,559</td>
<td>6,808,157</td>
<td>83.7</td>
</tr>
<tr>
<td>1923-24</td>
<td>87,258</td>
<td>7,075,810</td>
<td>83.4</td>
</tr>
<tr>
<td>1924-25</td>
<td>91,066</td>
<td>8,429,490</td>
<td>97.8</td>
</tr>
<tr>
<td>1925-26</td>
<td>101,193</td>
<td>9,487,110</td>
<td>116.5</td>
</tr>
<tr>
<td>1926-27</td>
<td>108,424</td>
<td>9,905,439</td>
<td>136.9</td>
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</table>

<table>
<thead>
<tr>
<th>Universal Secondary Education Percentages on the basis of 1914-15.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1914-15</td>
</tr>
<tr>
<td>1920-21</td>
</tr>
<tr>
<td>1921-22</td>
</tr>
<tr>
<td>1922-23</td>
</tr>
<tr>
<td>1923-24</td>
</tr>
<tr>
<td>1924-25</td>
</tr>
<tr>
<td>1925-26</td>
</tr>
<tr>
<td>1926-27</td>
</tr>
</tbody>
</table>
either the Pioneers or the Comsomol.

The big difficulty in the organization of this type of school was encountered when the authorities sought the instructors to handle the classes. The factory officials had the technical training but lacked the educational viewpoint, while the teachers had the latter but completely lacked the former. (20) The Comsomol was instrumental in the settlement of the difficulty. A site was given the organization for the training of factory school teachers near Moscow. The buildings which were formerly used for the training of young ladies for the court of the Romanoffs, were converted into laboratories and an extensive program was prepared to meet the demands for furnishing the factory schools with capable instructors. The training period for the teacher in this institution consumed approximately ten months of the year but the machinery therein hummed incessantly in the manufacture of products which were sent to all parts of the country either for use in the schools or in the factories themselves. It was the aim of the League of Communist Youth to establish a department for psycho-technical research on the same basis in this vicinity.

In the rural districts the elementary schools rapidly developed schools for peasant youth. At one end of the scale were one year courses for peasants and training schools for their teachers, while at the other was the Timiriazev institute of Agricultural Economy. The former was built on the plan of the Danish High Schools to a great extent. Entrance was gained by a mastery of the three R's and courses were offered in Social Science, Mathematics, Cooperation and Local Agronomy. The
cities and the towns were equipped with the so called lower technicums which corresponded in part to the Technical High School of the United States in so far as they prepared workers for Commerce, Transportation, Electricity, Mining, Music, Art, Pharmacy, and Teaching (in the Elementary grades). The requirements for entrance to these institutions differed in various districts. Some demanded that the applicant for admission must have completed the seven or even nine year schooling while others were more lenient in the matter and accepted children at the age of fourteen. The length of time spent in these institutions varied from one year to four or five depending largely on the type of course that was followed. It often happened that after the student had completed the course, he was sent to work in some district for a term of from one to two years before being awarded his certificate.

The Rabfac's were emergency High Schools which were created for Adult students whose earlier education has been neglected, and were similar in nature to the old gymnasia. Their aim was to create students for the University or the higher Technical college. As a general rule one finds that the occupant of this school was a son of one of the proletariat or of a peasant. The first students were nominated by the Trade Unions or peasant groups and were not compelled to take an examination. Of all the schemes originated by the government in the Educational field this seems to be the weakest mainly because its aim was the accomplishment of something that was next to impossible. Some of the members in the early days were barely literate and the aim was to prepare them for higher schools in three or four
years instead of 8. (vid. 45a) It is little wonder then that the percentage of success was not very great. Considerable discussion has taken place as to the calibre of the student when he left the Rabfao. An opponent might be found for every supporter of the efficiency of such institutions. Failure in the school mounted as high as thirty per cent at different intervals. Kernoff, late professor at the University of Leningrad favorably compared the Rabfao graduates with his fellow students, and Soulichere, Professor of Mathematics at the same institution said, "Certainly they are different but it is still too early to generalize. Some of my Rabfao students are doing excellently well." (32) It must be said however that the numbers and enrollment of the Rabfao have decreased considerably. A survey of the University students in 1927 showed that but three per cent of that body were graduates. The encouraging figure however shows that almost thirty three percent of the technical students were Rabfao graduates.

The technical short courses were intended for the worker who could not attend a regular day school. Some of these courses were in elementary, and some emergency subjects but the majority were of an advanced variety.

The higher technical schools were usually called Institutes and were equal to the technical colleges. They catered to a higher grade of student, one who was older and who had been subject to a higher grade of training. Applicants for the Institute were recommended by a trade union, a professional school or by a school of the second grade. In this connection it would be well to mention the fact that the country was also equipped to a con-
### Example of a Worker's Factory (Uzbek) School

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Hours</th>
<th>Total 1st Semester</th>
<th>1st Sem. Hours</th>
<th>Total 2nd Semester</th>
<th>2nd Sem. Hours</th>
<th>Total 3rd Semester</th>
<th>3rd Sem. Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>26</td>
<td>8</td>
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<td>4</td>
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<td>Soviet Constitution</td>
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<tr>
<td>History of Class Struggle</td>
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<td>16</td>
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<tr>
<td>Political Ec.</td>
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<td>2</td>
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<td>-</td>
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<td>2</td>
</tr>
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<td>8</td>
<td>8</td>
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<td>10</td>
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<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Physical Cul.</td>
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<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Mil. Training</td>
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<tr>
<td>Specialization</td>
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<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

Cf. Woody 412.
siderable extent with Medical Colleges and schools offering four year courses in Pedagogy, Economics, Social Sciences, Technology, Military Science, Agriculture, Forestry, Theatrical and Musical Art and Painting. These colleges sometimes gave night courses in such subjects as Technology, Mechanical, Chemical and Electrical Engineering. Another feature with reference to colleges of this regime was that many furnished their tuition free, and even went so far in some cases as to include dormitory accommodations.

Graduates of the Technical Institutes were given the degree of "Technicum" after three years of successful practice. This would in many respects rate them in the same category as an engineer in this country. The Trade Institute graduate was known as a "Master" after three years and the Trade School student became an "Assistant Master" after the same length of time.

Teachers in this type of school were assigned to factories periodically in order to acquaint themselves with any advances which may have come about within a certain time.

Approximately twenty one cities of Russia are seats of Universities, although there are several more which could be placed on the list if some of the larger Colleges were considered in this class. (vid. 46a) At the outset of the Soviet Regime in Russia there was a strong prejudice against the use of the term which became so strong in time that the Republic of Ukraine completely abolished the use of the word. This more eliminated the Vladimir University of Kiev and renamed it the Institute of People's Education, actually a college. Its collections were converted into a museum. Students of Pedagogy are
1. Leningrad
2. Moscow
3. Moscow
4. Smolensk
5. Ekaterinoslav
6. Orel
7. Voronezh
8. Tambor
9. Saratov
10. Astrakhan
11. Simbirsk
12. Samara
13. Kazan
14. Nizhni-Novgorod
15. Kostroma
16. Yaroslavl
17. Ust'uyug
18. Perm
19. Ekaterinburg
20. Tashkent
21. Tomsk
22. Irkutsk
23. Don
still assigned to its classrooms but the other schools are functioning elsewhere, the nine schools near mines, electrical engineering near electrical plants and so on with the other departments which gained great renown in the old days at Kiev. Research students now seek out the better manned institutes of Moscow for their work.

The first University in Moscow and the oldest in all Russia was founded by Lomonosov. It possesses faculties which are socio-scientific, physico-mathematical, medical and racfac in nature. The second Moscow University has medical, chemical-pharmaceutical and pedagogical faculties together with a museum of the Science of Evolution popularly called the Darwin Museum. There are also located within the city two Communist Universities, one of the National minorities of the West and the other of the Eastern sects. The Sun Yat Sen University is also located within the walls of Moscow.

The Communist University offers a course in Political Education, in Economics, in Labor History, Marxian and Leninistic Social Analysis, Working class strategy and organization. (vid. 47a) Party members and the KomSovols are in the majority here and the education obtained is strictly political in nature. It is possible to study statistics, graphic methods, modern languages, and science at these institutions but as stated before the political phase is stressed to a large extent.

There are many stories written about the early days of the Communist University, its requirements, its procedure, and its accomplishments not to mention the original aims of the institution. (11) Eighty percent were exempt from examination in 1920.
ACADEMIC PLAN OF THE COMMUNIST UNIVERSITY

<table>
<thead>
<tr>
<th></th>
<th>1st Course</th>
<th>2nd Course</th>
<th>3rd Course</th>
<th>Grand Total</th>
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<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 3</td>
<td>Total</td>
</tr>
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<td>12</td>
<td>300</td>
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</tr>
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<td>Mathematics</td>
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<td>250</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
<td>6</td>
<td>150</td>
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</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Economic Geog.</td>
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<td>250</td>
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<td>16</td>
<td>400</td>
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</tr>
<tr>
<td>Party History</td>
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<td>16</td>
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<td>History of People U.S.S.R.</td>
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<td>Social Reconstruction of Agriculture</td>
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<td>250</td>
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</tr>
<tr>
<td>Organization of Collective Farms</td>
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<td>Five Year Plan</td>
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<td>Agronomy</td>
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<td>Mechanization of Agriculture</td>
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<td>100</td>
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<td>Marxism</td>
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<td>350</td>
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<tr>
<td>Soviet Law</td>
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<td>Soviet Construction</td>
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</tr>
<tr>
<td>Soviet Legislation</td>
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<td>4</td>
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<td></td>
</tr>
<tr>
<td>Military Theory &amp; Physical Ed.</td>
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</tr>
</tbody>
</table>

Woody op. cit., p. 457.
and the only requirement for entrance was that the applicant be an instrument in the work of the party.

Cordin in his work entitled "Utopia in Chains" talks at length of the requirements and the procedure that was followed by those who gained admission. It was an absolute necessity that the History of the party be known, and only those who were acquainted with this subject were considered eligible for scholarship. The feeling was so rabid that non communists were forced to sleep in the streets of Moscow and the Professors who were not in favor were practically starved. "Capture the Universities for Communism" was the early slogan as set forth by the Central Committee of the Communist Part. (17) "Communize the Professors" was the cry of the papers and the students. One edition of the "Provdia" at the time had the following to say on the progress of the work, "Some of the Professors are anxious to gain special privileges and play the game of loyalty to the Soviets, but at heart they remain our mortal foes. Their aim now is to pollute the mind of the youth by subversive teaching under the guise of pure science." Many great teachers such as Professor Rubin of the Moscow University who was exiled to Solovetsky Island, in the White Sea met persecution and in some cases death during the hectic days. Cordin says, "I found chaos and despotism riding on the backs of dumb driven student masses." (17)

Conditions gradually improved and in 1922 the authorities reported that the occupants of the disturbing centers were interested in "Knowledge for the sake of Knowledge." (vid. 48a)

In the Research Institutes of Russia advanced study is carried on by a great number of graduate students. The equipment and instruction in many of these centers is of an exceedingly
University Enrollment in Russia 1922

Workers' Children

Peasants' Children 26.5%

Employees 3985.2

Intelligentsia 19.1%

Others 1.5%

8679.8

41.6%

312.9

2357.7

3827.2
high grade and the Commissariat of Education especially in Moscow is directing every effort to create a high standard for this branch of the system. The Pavlov Institute of Leningrad is the outstanding institution of this kind and has few superiors as a psychological laboratory in the world.

The Institute of Agricultural Economy also situated in Moscow was founded during the early days of the Revolution and has contributed much in the field of scientific study of the pressing and immediate problems in connection with agricultural crops, machinery and accounting. This type of the system is responsible for basic investigations in Agricultural Economy, Agricultural History, Geography, Statistics, Taxation, Bookkeeping, Credits, Markets and Public Agronomy.

Noted Professors from Germany, Czecho Slovakie, Denmark, and the United States have contributed their services to the advance and as a result Russia is reaping the regards of a greater output of Electrical energy; she has gained knowledge of the economical combustion of coal by the Kashira power station, and the utilization of peat by the Shatura station.

The development of the number of higher institutions of learning has been terrific since 1919 being estimated at a gain of 437.5 per cent in 1925. The gain in the number of students reached 310 per cent in that period. The number of colleges increased from three to thirty eight and the line continues to advance ever upward although the speed has been retarded to some extent in the past few years.
PART VII.
PRE-SCHOOL EDUCATION.

As would be expected from a system such as the Soviet government has installed in Russia, great plans are laid for the Pre-School era. Woody claims that they have not developed here as quickly as was expected and that the results thus far obtained are far from adequate. (21) The Commissariats have designed their pre-school program on the following principles:

1. Contract with contemporary life.
2. The construction of the child's life.
3. The development of the materialistic conception.
4. Realism in discussion with children.
5. Activity—Self activity.
7. The development of Hygiene.

The Health department is responsible for the child until the age of three has been passed. This responsibility is assumed about four or five months before the child comes into the world, at which time the mother is permitted to stop working in preparation for the birth of her child. The government has made several financial provisions for cases of this type, among which are included the right of the mother to receive money for the layette to the extent of half her monthly wage and the right to receive an increase of twenty five percent during the first nine months for food. She is permitted three hours daily from work in order to nurse and care for the child who is cared for in an adequately equipped creche. There is no medical charge permitted during the period of pregnancy. Woody no doubt had in mind the fact that there is woeful shortage of mother and child hospitals when he referred to the inadequate conditions of the Pre-School program.
The government is continually interested in campaigns which will instruct the mother in the proper care of her offspring, and such places as the Moscow Museum of Mother and Child are much frequented as a result of governmental efforts. The department of health under the direction of Dr. Semashko is able assisted in the work by the Trade Unions in the Factories and by other cooperatives. Mother and Child welfare corners in the stores are frequent sights with large displays of suitable dishes, underclothing, outside garments, shoes, and toys.

Many of the factories have cooperated with the Commissariat to such an extent as to construct pre-schools for the education of the children of their workers. Included in this program are not only the creches but also hearths, kindergartens, and playgrounds for children up to eight years of age. Finances for the support of these institutions are furnished from the culture fund of the factory and the Board of Health supervises all activity.

Each morning the child is examined by the doctor and if free from disease, he is bathed and clothed in clean garments. If found to be defective the child is sent immediately to the clinic or hospital and cared for. The home clothing is carefully set aside to be used again when the child is dismissed at the close of the day. Every activity within the confines of these places follows a code of absolute cleanliness and all assistants as well as visitors are clothed in white. In the kindergarten each child is equipped at the start of the day with clean towels and clean handkerchiefs. The factory kindergarten, and playgrounds, follow the lines of the general plan for institutions of
that type and are under the supervision of the Commissariat of Education.

The state maintains that sleep and food are as essential to the child as work and play and we find the Nursery schools and kindergartens following an order which includes Food, Rest, Play, Work, Stories, Excursions, Art, Music and Drama. In conjunction with this work the schools have organized the mothers into cooperative groups in order to parallel this work in the home.

Pre-School Education is designed for children from three to seven years of age. All the work is conducted in the mother tongue and is based on the development in children of material principles of a creative activity and of collectivist habits. This is achieved by means of an active part taken by the children themselves in the organization of their life, by the constant proximity of the children to nature, not only in the role of contemplator but also as an investigator, by the selection for story telling of such topics as will give the child a better idea of the phenomena of life, and by helping him to gradually master the processes of reading, writing and counting. Special attention in all cases is given to hygiene and development of the correct mode of living.

The Commissariat of Education is particularly interested in that part of its activity which "strives to secure for the organization of the kindergartens, hearths, and playgrounds the collaboration of various municipal and rural authorities." (40) It is the ideal of the central power to have a kindergarten for every elementary school in the country.
In addition to the public institutions of this type there are also those of a private nature which come under the supervision of the Commissariat office. They differ in the amount of time they are in operation since they follow the American plan to a considerable extent and hence do not remain in session as long as their Soviet brothers.

The summer playgrounds have attracted much of the attention of the authorities in the Educational department and as in every other section of the system their progress has been striking. In 1927 the Commissariat mobilized for active duty on the playgrounds over four hundred students who were fitted for the work. Those who were commissioned became so enthusiastic about the results which were obtained that they presented a list of suggestions for greater advance upon their immediate return.

As was the case with the higher institutions of learning the system makes room for experimental schools in the lower stages and as a result Moscow itself is the center of two schools known as Experimental Kindergartens. One in particular under the direction of Mme Tlheef is built on the theme "Nature, the old nurse." and displays in all corners various exhibits pertaining to natural history. Each corner has some special part of the home depicted and the students gradually work into the ideas of their domestic use. The school numbered in 1927 one hundred and twenty pupils with five teachers who were instructed to live by the following principles:-

"1. It's our job to, provide the right environment.
2. Work is play and play is work—There is no difference. Both must be motivated from within, both must demand the best that the children can give to their self chosen task."
3. Language is all important. It must express the truth from the point of view of the child, it must be correct and beautiful in form.

4. Music and art come under the same categories as speech." (7)

As a result of their environment these children in many cases do not need instruction to any great extent. They read and write at a very early age and the authorities are confronted with a problem of too rapid an advance.

In general the Pre-Schools are "good in quality." But in numbers they are quite inadequate to the need. Nevertheless, before the Revolution, there were practically none, and now there are 10,000."(29)
PART VIII.

SOVIET YOUTH.

The Soviets have tried to develop student government on a large scale and their work has met with questionable success. Some writers are inclined to believe that too much liberty has been given to the young mind, others are highly in favor of the procedure.

The students commence their activities in the government of the school in the elementary stages. This is especially true in the towns and the villages are rapidly assuming the same character. The procedure in vogue follows somewhat along these lines. The Praesidium is a council made up of representatives from each class plus one or two members of the faculty. The physician, members of other groups such as the Pioneers and the Comsomols the school workers (non teachers), the parents, the labor union, the factory, and the local soviet are sometimes permitted to hold membership. When such is the case the Praesidium is very large and meets about once a month. An Executive Committee meeting more frequently carries on most of the immediate business.

Pistrak has the following to say on the organization of student government within one of the schools, "Four grades in School had begun to function; nothing had been decided upon especially from the viewpoint of Hygiene. In the course of the school work under the influence of a small group of Pioneers and of Adults, some of the children began seriously and energetically to envisage the problems of Hygiene. A sanitary commission was born; its tasks included not only the work of sani-
tation; but also instruction in sanitation and propaganda of its ideals. There was organized a journal for sanitation with editors and collaborators. Little by little other questions crept into the journal and it became finally a journal in the general interests of the school. Step by step, thanks to the Journal, other preoccupations concerning the problems of instruction, concerning social activities, and the life, found expression. In a year the auto-organization of the pupils was already well developed in form and has become a reality. The same writer adds the following remarks on the same subject farther on his work, "From all that has been said, it follows that the auto-organization of children is not merely a game. It ought, also, to a serious occupation, a necessity, for children, charged with responsibility that they feel and comprehend. In no other spirit should one accept pupil participation in school organization and government." (5)

The younger of the major groups is known as the Pioneers, its members all ranging from seven to thirteen years of age. The rural districts are swelling the total membership of this group well into seven figures. They parade everywhere, some being uniformed and others wearing a red handkerchief about their necks to signify their membership. The summer finds them off on long hikes and camping parties under the supervision of one of the older members of the League of Communist Youth. It is on these trips that they learn of the needs of Lenin and his followers and of the revolution. They are taught to be clean, neat and to exercise, and in many respects they are duplicates of the American Boy Scout. In fact Krupskaya studied several
scout manuals before the Pioneers were completely organized. (vid.57a) The Pioneers are asked to live according to the following standards:

1. Be able to plane and saw and put together simple wooden articles.
2. Be able to read aloud intelligently.
3. Be able to explain why Pioneers don't go to church.
4. Be able to write, conduct meetings, and keep records.
5. Know the rules of sanitation, be able to measure, know the simple military commands, know how to use the compass and the gas mask.
6. Know about the Soviet Social work, Children's organizations, the use of the postal blank, understand First Aid, Morse Code, and meaning of Cooperatives.

The Consomol is the League of Communist Youth and its members range in age from fourteen years to twenty three and the membership is almost, as great as that of the pioneers. The movement really dates back as far as 1905 when the Revolution brought together many groups of children in the interests of the party.

This League of Communist Youth has been an instrumental factor in the advance of Education in as much as it is responsible for the school for Peasant Youth, the Development of the Factory School and for the reorganization of the second cycle of the last two years of the High School giving it the strict vocational angle.

The aims of the Comsomol might be summed up as follows:

1. The spread of Educational propaganda among the younger children.
2. The linking of all education with the spread of productive labor.
3. The making of each member responsible for one illiterate in order to reduce the percentage of illiteracy in Russia.

Pistrak claims that "the creation of any type of contemporary soviet school is impossible except for the cooperation of the Comsomol."(21)
THE DAILY ROUTINE FOR A PIONEER
(From the Official Program for Education)

First and Second group 8-10 years old
Third and Fourth group 11-13 years old

**Morning toilet** 7.30-8.30 A.M. 9.00-10.30 A.M.
**Walk to School** 8.30-9.00 9.00-10.30 (Depends on distance)

**Laboratory or Theory**
9.00-10.30 (Two periods of 45 min.)
9.00-11.40 (Two recreations of 25 min.)

**Physical Training**
including Open air play.
10.30-11.40 11.40-12.25 P.M. (Recreation.)

**Luncheon**
10.30-12.15 P.M. 12.25-1.00
Cleansing hands and teeth.

**Studies, handicrafts**
12.15-1.00 1.00-1.45

**Walk Home dinner**
1.00-2.00 1.45-2.45

**Rest in bed.**
2.00-3.00 2.45-4.00

**Diversion**
2.00-3.00 4.00-6.00 (In Pioneers division)

**Public Activities**
4.00-5.00 4.00-6.00 (Three times weekly)

**Tea, Play in open air.**
5.00-7.00 6.30-7.30

**Supper**
7.00-7.30 7.30-8.00

**Rest, Preparation for the night.**
7.30-9.00 8.00-9.30

**Sleep** 10 hours 30 min.-11 hours 10 hours.

The Pioneers meet on Sunday for a meeting of from two to three hours at which time they attend a play.
PART IX.
EXTRA-MURAL EDUCATION.

The extra mural activity throughout the country is carried on by numerous Clubs, societies, and institutions formed for the purpose. The Institute for the scientific Study of Extra-mural activities of Children which is situated in Moscow has been doing yeoman work in the field. At the head of the laboratories for the study of Literature is Mae. Pokrovsko and her assistant is one Vera Fediavsky who came to Russia in 1926 to attend a conference on Kindergarten and has remained. The latter has contributed several fine articles on the progress of the work for the Press. (34, 35) This institute experiments with the child reader in order to find out the particular type of book that he desires to read and the reasons for his choice. A card is furnished for every youngsters who requests a book and on it the following questions are answered in order to determine the proper material for the Children's libraries of the country.

a. Why was the book chosen?
b. How it was used. Was it read completely or merely glanced at, etc.
c. The child's evaluation of the book.

It is interesting to note the trends along these lines as a result of the various surveys. The German children prefer fairy tales, the Russian real life stories, and the American adventure. It has been found however that such books as the following are popular in all countries; Tom Sawyer, Huckeberry Finn, Little Women, Robinson Crusoe, Black Beauty, Hans Brinker, the Jungle Book, Pinocchio, Dutch Twins, and the Call of the Wild. Fediavsky, Pokrovsko, and Professor Tchekoff have made
an interesting study of Russian books for Children published between 1717 and 1855.

Then again there are many homes and institutions for the homeless child. Chief among these is the one of Kharkov which might be termed a colony. The occupants here follow a set routine and are rabid supporters of their school.

The Commissariat of Education, the Trades Unions, the Cooperatives, the Voluntary Societies of all kinds, and finally the Red Army are very important factors in the spread of adult Education. The Radio too has contributed its part in the Soviet scheme and such radio newspapers as, The Workers, The Peasants, Young Communists, Truth, and the News Pioneer are of untold value.

The Trades Unions contribute ten per cent of their income to the support of Education and all employers are completed to contribute one percent of the total wages bill. As a result of these funds thousands of clubs have been organized including red corners with reading rooms, libraries, chess and billiard rooms, theater, gymnasium, and rifle ranges. In addition to these there are many circles studying Trades Unionism, Marxism, Leninism, Economics, Music, Art, Drama, Sewing, Radio, and Photography.

The General Club in Moscow which is supported by all trade union members has an estate of one hundred and twenty acres in which there is a lake, basketball, and tennis courts, a large restaurant, in and outdoor moving pictures and wall newspapers, a print shop, and all the equipment of a club house.

The metal workers also have an extensive club program and
their main establishment is located in a fine new building equipped with a theater, lecture hall, gymnasium, game rooms, radio, library, and classrooms for technical instruction. The library possessed 90,000 volumes in 1925 and the government has at various times contributed an amount of money for the upkeep of this institution.

Leningrad has an interesting training school for Trades Union Workers in which it is possible for them to take courses in Foreign Languages, Mathematics, Economics, Russian, Trade Unionism, and Propaganda.

As a result of a demand on the part of Lenin for considerable dovetailing, which he called "smitchke" many of the factory groups have become patrons of the units of the Red Army, frequently visiting and contributing various articles for their welfare. Various groups of workers throughout the cities contribute small amounts to the construction of libraries and museums in the rural districts.

In the course of this work the leading voluntary societies of the country have been mentioned. They are well known and are formidable figures in the Educational procedure of the Commissariat. The institutions of this type are known as:

- Down with Illiteracy Society.
- The Friends of the Children.
- Society for the Encouragement of self-taught inventors.
- Society for the Encouragement of Aviation and Industrial Chemistry.
- The Worker's Society for the union of City and Village.
- The Society for Self Education.

The reader can gain an idea of the progress of the extra-
mural campaign by consulting the chart which follows. It made its appearance in 1929 and gives us a graphic description of the advance the Soviets have made since 1917. (vid 61a) It can be readily seen that Illiteracy has been made a mortal enemy with the people and that the task which appeared almost impossible after the revolution has almost been accomplished because of the willingness of the people to cooperate with the authorities and the desire of the latter to profit by all the advice which can be given them in a scientific way for the benefit of Russia. It is little wonder that the book stores are now numerous and crowded and that publishers can hardly meet the tremendous demands.
<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of Schools Reporting</th>
<th>Number having Libraries</th>
<th>Number of Books Leading</th>
<th>Number of Books Text Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>62,470</td>
<td>65,035</td>
<td>4,989,251</td>
<td>13,146,351</td>
</tr>
<tr>
<td>Seven Year</td>
<td>4,686</td>
<td>4,421</td>
<td>1,601,702</td>
<td>4,948,009</td>
</tr>
<tr>
<td>Nine Year</td>
<td>711</td>
<td>675</td>
<td>1,408,783</td>
<td>761,926</td>
</tr>
<tr>
<td>Recent Grades</td>
<td>816</td>
<td>749</td>
<td>1,024,945</td>
<td>770,131</td>
</tr>
<tr>
<td>Recent Youth</td>
<td>560</td>
<td>595</td>
<td>275,933</td>
<td>236,130</td>
</tr>
</tbody>
</table>

"The old law ... is wholly come to naught.
Behold the new world rise!"

The department of education institutes various classes of schools in the early days of the Soviet rule in order to take care of the thousands of adults who craved the opportunity of passing from the illiterate class. Day schools, evening schools, schools for illiterate, political schools, and party institutions (vid. 62a) sprang up overnight for the purpose of training organizers, and other workers for the Soviet, trade union and the Communist party. (19) Woody tells us that women had a special place in the campaign from the beginning and several courses were offered on the proper way to dress, on the care of children, and the use of food. The technical training of women however progressed slowly according to the reports of the "Kenenist" as the division of the women workers is called.

Various movements which have taken place in the war on illiteracy have merged together and with their combined strength have succeeded in accomplishing a great deal. The "Down with Illiteracy" organization has grown in leaps and bounds due mainly to the fact that other campaigns have been seen fit to interest the members and merge their efforts. One of the most powerful instruments that has been used in the conflict is the newspaper. The case of the "Izvestia" is worthy of note while discussing this method of attack. Such papers make it part of their business to contribute large sums to the support of every drive and interest the subscribers to such an extent that their contribution is returned to them with a gain through a decided increase in circulation.
### Example of Second Cycle Party School (Kicksov)

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Year Hours</th>
<th>Second Year Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Ukrainian</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>84</td>
<td>112</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>History of Class Struggle</td>
<td>242</td>
<td>52</td>
</tr>
<tr>
<td>History of the Communist Party</td>
<td>46</td>
<td>280</td>
</tr>
<tr>
<td>Historical Materialism</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Political Economy</td>
<td>214</td>
<td>16</td>
</tr>
<tr>
<td>Economic Policy</td>
<td></td>
<td>270</td>
</tr>
<tr>
<td>Agricultural Construction</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Imperial &amp; Soviet Construction</td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>Party Construction</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Propaganda</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Political Educational Work</td>
<td>20</td>
<td>73</td>
</tr>
<tr>
<td>Ukrainization</td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>Military and Physical Training</td>
<td>94</td>
<td>70</td>
</tr>
<tr>
<td>Reserve</td>
<td>65</td>
<td>50</td>
</tr>
</tbody>
</table>

Wooden op. cit., p. 456.
The work has been carried into the rural districts by means of such organizations as the Pioneers and the Comosol together with the "Down with Illiteracy" society.

In the villages and the rural districts the clubs and the so-called Red Corners accomplish a major part of the success that is achieved along these lines. The objective in all the work is to arouse an interest in knowledge and to call forth an active desire on the part of every individual to come to the aid of the party and the state. The Isbas or small reading rooms in which various topics are discussed and classes held, have increased several times over since 1920. The small reading room is in direct contact with some large library which supplies it frequently with a new supply of reading material. In districts where the Isba is missing the travelling library makes as many visits as the weather will permit. It must be said, however, that such cases are rapidly disappearing and giving way to advance. (39) In the larger villages there are the People's houses where lectures are delivered, dramatic productions are staged, and other cultural resources are offered.

The great libraries of Moscow and Leningrad now function for the benefit of all who care to enjoy their vast treasures and their program had progressed to such a stage in 1927 that the library in Odessa reported fourteen reading circles organized within its walls. The Commissariat of Education claimed that 14,188 Isbas and 25,500 Red Corner branches were serving over 12,000,000 people in the early months of 1926. (37)

The program of self-education which is usually sponsored by one of the large organizations aided by the newspapers, has
brought forth many new students and displayed on exhibitions in different sections of the country. A club known as the Naturalists was responsible for an exhibition in 1926 which exhibited a miniature model of a metallic airship and several displays of drawings on scientific problems and reports.

One of the strongest forces in the defeat of Russian illiteracy is the Red Army whose members are all products of the self-education movement to some extent. The Red soldier will never be marked with the same brand that labelled the trooper of the tsar. He is trained to know the reason for every military movement of his superior and he is taught to advance now not as one of a vast horde but as one who knows how and why the movement is taking place. The government aims to train the soldier in this manner in order to fit him for leadership in his community when army days are over. A great number of the armed forces of Russia in 1920 came from the rural settlement and the authorities say that by installing a strong educational program it would be possible to give growth to a strong literacy movement. The chart which follows this page serves to show the progress of the movement and the success which crowned the work among the soldiers themselves. (vid. 64a) The Red soldier in many cases became the leader of the village and the town group when he returned home; one being skilled in the ways of the party he forms another link in the chain of community leaders working in conjunction with the Commissariat.

...
velopment of the Communist Party. It is needless to say that when he has observed these requirements he has become a visitor to the club and the Red Corner. Both of these organizations have flourished within the army during the past few years thanks to the support in many cases of the trade unions which have become sponsors of various divisions.

The aim of every officer is to be sometime chosen for the Institute Tolmatscheff where the greats of the Red army spend their days in the study of military science. Requirements here are of the strictest type and the applicant who is accepted may well be proud of the honor which he has gained. A strange feature of the institute is that in the days of revolt the standards were always the same. The Reds have respected the institute and have realized the absolute need of leaders if the state is to be preserved. The Dalton plan is highly recommended by the authorities of Tolmatscheff as the correct educational procedure.
PART XI.

THE TEACHERS AND THE NEW REGIME.

The unemployment problem was a great obstacle in the Educational system back in 1925 and the government met with considerable difficulty in combatting it. Sokoliansky, Chairman of the Scientific Council of the Commissariat of Education in the Ukraine, estimated that there were two hundred unemployed teachers in Kharkov at that time and progress was advancing at a slow pace as late as the fall of 1927. (vid.66a)

Regardless of this predicament the training of new teachers has taken up considerable time and money in the plans of the Soviet. Pedagogical Technicums, Pedagogical Institutes, The Institute of the Red Professors, The Institute of Psychology and Defectology, and the courses for the improvement of teachers in service, have accommodated a tremendous number of instructors and professors who are to carry out the aims of the Commissariat.(vid.66b)

The Pedagogical Technicums call for candidates who have completed the nine year course with satisfactory grades although exceptions have been made from time to time to accommodate the exceptional students who have succeeded in seven years. Immediately after the revolution, admission to these institutions did not follow the high standards that are pursued today and as a result teachers were sent into the field with a very poor background for their profession. Here again however the reader must concede the government another notch for its earnestness in its attempt to blot from the face of Russia the stigma of illiteracy. Teachers who were found lack-
January 1, 1927

Employed

Unemployed

Teachers
ing in practice and knowledge were compelled to take courses or return to school for renewal of their work.

The establishment of Pedagogical Institutes or Teacher's Colleges, as they could be termed in this country, is entirely the work of the new regime. (vid. 67a) The courses here are built around the ideas of sociology, science, and pedagogy and call for close supervision during the first two years of the work with considerable freedom during the remaining time in school. The progress of the graduates from these schools has been little short of remarkable when one stops to notice that the entire faculty at the Karl Marx Experimental School, and a large number of the summer teachers at the famous Gorki Colony for the homeless, have at sometime been associated with the Teacher's college as members of the student body. The impression must not be gained that training is for the rural district alone, for statistics according to Moody show that many High School teachers in the large cities are also listed as graduates of the Teacher's Institutes.

The Institute of the red professors might well serve as a subject for a thesis itself since the vast work which is undertaken within the walls of this institution would consume many pages. The students here are trained to teach History, Economics, Political Science, Philosophy, and Natural Science to the schools of higher learning throughout the country. (41) As would be expected the entrance requirements are very strict and the candidate is asked to show on his record at least five years of social work and a command of two foreign languages. A thesis for publication is demanded of him in the field in which he in-
## CURRICULUM OF A PEDAGOGICAL TECHNICUM

<table>
<thead>
<tr>
<th>Subject</th>
<th>Week</th>
<th>Hours</th>
<th>Subject</th>
<th>Week</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>4</td>
<td>Evolution Theory</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>3</td>
<td>History of Class</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
<td>6</td>
<td>Economic Policy</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Natural Science</td>
<td>-</td>
<td>-</td>
<td>Constitution</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Agricultural Production</td>
<td>2</td>
<td>2</td>
<td>History of Materialism</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Native Tongue</td>
<td>5</td>
<td>5</td>
<td>Pedagogical Questions</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
<td>2</td>
<td>Complex System</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>History of Class Struggle</td>
<td>2</td>
<td>2</td>
<td>Methods of Native Tongue</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>3</td>
<td>-</td>
<td>Arithmetic</td>
<td>2</td>
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<tr>
<td>Political Economics</td>
<td>-</td>
<td>-</td>
<td>Science</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Drawing</td>
<td>2</td>
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<tr>
<td>Music</td>
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<td>Singing</td>
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<tr>
<td>Introduction to Pedagogy</td>
<td>2</td>
<td>3</td>
<td>Pedagogical Practice</td>
<td>6</td>
<td>13</td>
</tr>
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<td>40</td>
<td>40</td>
<td><strong>Total</strong></td>
<td>41</td>
<td>40</td>
</tr>
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</table>

Cf. Woody, New Minds, New Men, p.451
tends to specialize. Final examinations which in many cases border on unfairness tax his brain before the Institute sends him forth as one of its standard bearers.

In passing it must be said that the curriculum is splendidly organized and features the seminar to a marked degree. All work for this type of study is mimeographed and forwarded previously to the student in order that he may prepare himself in advance for the discussion which is always lively.

The most advanced of all teacher training institutions is the Institution of Psychology and Defectology which under the supervision of Dr. Tutishkin has raised child study to the rank of an independent science. It owes its existence to the combined efforts of the departments of Health and Education. As was the case with the Institute of the Red Professors the standards are very high and the activity during the year is so strenuous that many fail to finish. This school is divided into branches which come under the following headings: Pedagogical, Psychological, Defectological, Social and Moral. There are also departments which train for the teaching of the blind, deaf, and those who are intellectually backward.

One author has said that in all groups of the teacher training institutions "the quality of the students is excellent. They are a fine group of men and women, vigorous, intelligent, enthusiastic, promising well for the future."

The Soviet government has profited from the mistakes of others in that it has established several schools throughout the length and breath of the land which are especially adapted for the training of native teachers. (vid. 68a) The small minorities
<table>
<thead>
<tr>
<th>National Minority</th>
<th>Pedagogical and Agricultural Schools 1935</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jews</td>
<td></td>
</tr>
<tr>
<td>Tatars</td>
<td></td>
</tr>
<tr>
<td>Representatives of others</td>
<td></td>
</tr>
<tr>
<td>Ukrainians</td>
<td></td>
</tr>
<tr>
<td>White Russians</td>
<td></td>
</tr>
<tr>
<td>Mari</td>
<td></td>
</tr>
<tr>
<td>Mordva</td>
<td></td>
</tr>
<tr>
<td>Latvians</td>
<td></td>
</tr>
</tbody>
</table>
as well as the large ones have entered into the plans of the Soviets and there is even a school among the Karagass people in the Irkutsk region of Siberia. These people make up the smallest nation in the U.S.S.R. and their chief occupation is the hunting of squirrels and sables. The children attend school during the off season of the year and then are sent to rejoin their parents in the hunt over an area of approximately 2,500 miles. In 1926 Siberia sent an urgent request to Moscow for 850 teachers, which could be answered only to the extent of about four hundred half trained but enthusiastic instructors.

The Soviet Union Year Book of 1927 has the following to say in summing up this work, "A proof of what has already been accomplished to make the national minorities literate in their own tongue is the fact that there are now more than a million readers of two hundred different newspapers in non Russian languages. In three years 1924-1927, the number of newspapers has almost doubled while the number of readers has been more than tripled."

The teachers themselves present a happy lot now that conditions have begun to improve and the old statements of writers who published works covering the period of 1917-1920 seem to be fading with the old era. Gordin spoke of the feelings of the professors and the resentment which they bore toward the new regime. Wilson claimed that two classes were noticeable among the groups of teachers who were interviewed. One, she claimed, was decidedly opposed to the new program while the other which was less educated was fired with a zeal to see it prosper. It must be admitted even by the most optimistic that a feeling not
altogether friendly was prevalent during those days and that it did much to hamper the spread of the new system. The reader can easily see that the Commissariat was more than pleased when the teachers in a body swore allegiance to the regime and to the Communist party in 1925.

As is the case with every profession within the Union of Socialist Republics, the teachers are an organized body and are represented as such in all issues which will in any way affect their position.

The instructor of the school is given a high standing in the social life of his community but the government has yet to meet satisfactorily the salary question. The teachers of the new regime are very poorly paid although salaries have been increased several times within the past few years. Lack of sufficient data on this phase of the question renders it impossible to arrive at a major conclusion. In December 1928 the teachers of the elementary schools to the extent of 76% in the cities and 66% in the counties, were realizing but little more than 70% of their pre-war salaries. Another bad feature was the fact that in many cases payment was held up for months and sometimes a whole school was dismissed because it had not met with the approval of the people of the community. In 1926-1928 the teacher in the first grade school of the country was receiving 45.89 rubles a month while his city brother in the same school gained 53.75 for the same period. The second grade schools paid 65.57 rubles a month to the country instructor while the city man received 73.74 for an identical time. In the higher institutions the average salary was approximately 150 rubles a month for each
individual. Another drawback on the salary question was the fact that numerous contributions which were demanded for Red activities served to make the final totals much lower than stated. (2)

Despite the low figures which the teacher has received for his work he has been expected to occupy a leading position in his community and the government takes particular note of the standing which the instructor gains among the people he is associated with in his daily labor. The powers of the system are beginning to concentrate on the question of salaries and a slight gain in some districts, together with special offers such as excursions conducted exclusively for teachers at very low rates during the vacation periods are serving to arouse a greater interest in the work and to improve the morale of the teaching body as a whole.
The Russians failed to balance the budget until 1923 and up until that time finances were in a deplorable state. Invasion and warfare on all borders of the country in addition to continued strife from within had swept aside all semblance of a financial structure. In 1923, however, the Soviet government laid a foundation which has been strengthened, revised, and reorganized through the years that have followed and is now serving its purpose. This framework calls for three budgets or rather three divisions of one great budget, the Union, the State, and the Local Community. More than half the Union Budget up to 1926 came from State property and enterprise while the remainder was taken from tax and excises. The State Budget carried 224 Educational Institutions in addition to a list of miscellaneous expenditures which called for scientific research in many fields, the training of teachers, and the construction of many Theaters and Libraries. The Local Budgets for this period expended about 40% for education and the total local budget was 2½ times the total Union Budget.

Wilson says, "Inadequate as is the income to the great needs of a great country, it is increasing rapidly and is distributed with extraordinary intelligence, with an eye on the future as well as on present needs, from the point of view of the economic prospects of the year, judged by the remarkable State Planning Commission." What Lunacharsky said about contemporary education is equally true of Finance and the Budget, "It is a healthy organism even if undernourished. During those
eight years we have consolidated the theoretical basis... Our practical efficiency, the local apparatus... all of these have now acquired a character of their own. These have now become a compact organism obeying the laws of its own nature, and possessing large reserves of force, although still in the state of change and rapid development."(40)
The old budget was supplemented in 1917 with the following items:

- 100 new four class gymnasiums: 546,750
- New Higher Elementary Schools: 1,291,725
- Gymnasium s Institutes: 110,000
- 25 Normal Schools: 759,382

### DISTRIBUTION OF THE EDUCATIONAL BUDGET IN 1926.

<table>
<thead>
<tr>
<th>Category</th>
<th>1915</th>
<th>1916</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys State Middle Schools</td>
<td>9,514,430</td>
<td>9,536,533</td>
</tr>
<tr>
<td>Boys State Aided Schools</td>
<td>587,210</td>
<td>668,413</td>
</tr>
<tr>
<td>Classes in Boys Gymnasums</td>
<td>3,360,768</td>
<td>3,622,500</td>
</tr>
<tr>
<td>Girl's State Middle Schools</td>
<td>289,445</td>
<td>293,633</td>
</tr>
<tr>
<td>Girl's State Aided Schools</td>
<td>899,764</td>
<td>1,024,764</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,14,651,617</strong></td>
<td><strong>8,15,255,640</strong></td>
</tr>
</tbody>
</table>

Social Education:

- Common Schools: 428
- Schools of higher type: 147

Preparation of Workers:

- Higher Institutions: 137
- Technicums: 93
- Factory Schools: 36
- Continuation: 6

Political Education:

- Liquidation of Illiteracy: 21
- Cinema and Radio: 8
- Printing: 16
- Scientific Institutions: 75

Total: 1279

Cf. New Minds, New Men p. 464.
PART XIII.
THE SUMMARY.

The People's Commissariat of Education began its drive on the elimination of illiteracy from Russia in 1918 when it issued the first edict making free and obligatory, education which was to include the pre school stage of from three to seven years, the elementary from eight to twelve years, and the secondary from twelve to sixteen years. This was also accompanied by the announcement that every citizen was entitled to a higher education in the country.

Seven years later the elementary stage was what might be termed successful thanks mainly to the cooperation of those who were associated with the progress and who had devoted their lives to the fulfillment of the aims of 1918. Two years later the program which had gained success in 1925 was in every sense of the word practical, the teachers had become acclimated to conditions, and demands of the government while the students were showing desirable results.

The equipment with which the change was brought about was not of the best and even as late as 1925 we find the schools of the city districts poorly fitted to accommodate the teachers. Through the years of 1926 and 1927 the government concentrated on this phase of the system and expended considerable money for educational material with the result that the latter part of 1927 found an inventory of equipment which was sufficient for effective operation.

The case of buildings for school purposes is one similar to a fairy tale. In 1918 practically all schools occupied the
former homes of the rich or buildings which had formerly belonged to executive departments; ten years dotted the country with many schools as if the magic wand of old had struck over night.

Up until 1925 the schools were not free in the strict sense of the word as contributions and payments were demanded from time to time to such an extent that education could in many cases be charged as an expense, but the Commissariat planned well the expenditures and with the balancing of the budget in 1923 a policy of free education was announced for all elementary schools to be enforced within two years later. With each year that followed, another class of the upper grades was added to the list in the city schools and it is hoped that this advance can be followed to such an extent that all rural districts will be included at the end of 1934.

The many new types which have been originated have been discussed at length in the body of this work. According to the Soviet year book of 1927 Kindergartens have increased over four hundred percent while ten out-of-door schools have been placed where one formerly stood. Communes and colonies were accommodating 116 percent more pupils in 1927 than was the case in the past. Practically every branch of the new system has reported tremendous gain as can be noted from the follow figures:

<table>
<thead>
<tr>
<th>School Type</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools for the homeless</td>
<td>135% gain.</td>
</tr>
<tr>
<td>Schools for the peasant youth</td>
<td>167% gain.</td>
</tr>
<tr>
<td>Political schools for adults</td>
<td>38% gain.</td>
</tr>
<tr>
<td>Political courses</td>
<td>333% gain.</td>
</tr>
<tr>
<td>Rural reading rooms</td>
<td>approx. 25% gain.</td>
</tr>
<tr>
<td>Libraries</td>
<td>approx. 70% gain.</td>
</tr>
</tbody>
</table>

The schools which have been built and founded for the National minorities showed a gain from 6% the approximately 35 per-
cent over the span of one decade (1919-1929). Opportunity has been offered not only to elementary teachers but also secondary teachers in this field since early in 1927.

The same year witnessed the passing of the old Russian teacher and saw a group take his place which was well trained, enthusiastic, and professionally minded. The salary adjustment as stated herein is still inadequate but the brightest of hopes are maintained that increases are due in the near future.

The pupils with whom the teachers have had to deal have more than done their part for they are "splendid in discussion; they argue with much skill and subtlety. They often give you most witty replies and display a talent for waggish insinuation and a fine sense of irony." (21)

In closing it must be said that the following statement from Eppstein's report in 1927 is literally true; "The Soviet school has become part and parcel of the whole body politic, taking part in conjunction with other public and state organizations in solving a number of problems connected with socialism. Our elementary schools are helping the homeless children, organizing activity in the libraries and the reading huts, taking part in the work of the various voluntary associations, taking part in the anti illiteracy campaign, holding children conferences, assisting in the promotion of sanitary measures in the rural districts, organizing mass campaigns for the destruction of pernicious insects, propagating the advanced method of agriculture, actively taking part in the distribution of educational literature and so on. In a word in a thousand and one ways the school children are taking active part in the progres-
sive activities of the Soviet Union."

The school of the Soviet is, "not a preparation for life, but Life itself."
PART XIV
REVIEW OF THE LITERATURE.

The vastness of the field which was chosen for this work has rendered it most difficult to cover the subject as completely as might be desired, many volumes have been consulted in search of definite statements on the Russian school system and the opinions found have varied to a marked degree in many cases. It was found that the authors were not favorably impressed until 1923 and that even after this date many were decidedly pessimistic. The pendulum began to swing however in 1923 and the trend has been toward a more favorable viewpoint since that time. The work entitled "New Minds, New Men" by Thomas Woody is especially recommended as a book which abounds in material and statistics on the subject.


It would have been interesting to carry this work to the current year in research but rather than leave some of the statements in a state of uncertainty it proved wise to conclude any definite opinions with the year of 1929. The work has been
meet enjoyable but is tinged with a feeling of disappointment in that some of the contents may even now be undergoing such a change that in two or three years they will be termed obsolete.

In the early parts of the work the history of the past under the Czars and the Provisional Government has been gained chiefly from such works as "Russias From the Varangians to the Bolsheviks," "The Peasant and the Revolution," "The Downfall of the Russian Empire," "New Schools of New Russia" and "Russia and its Crisis". Occasional statements from other sources have been used to supplement or bear out a point which has been stressed but the above mentioned works give a complete idea of customs of the old regime. The first named work especially serves to furnish a vivid detailed and authentic discussion of the background well worth while.


The Teaching problem is the main problem of discussion when one speaks of varying opinions. Gordin in his work "Utopia in Chains" is anything but favorably impressed with the happenings in Moscow, Lucy Wilson in her work "New Schools of New Russia" is directly opposed to Gordin. Woody, Chamberlain and
the Teacher's International admit that radical changes have taken place for the better in the attitudes of the Instructors and Professors of the Soviet System.

The books listed in this bibliography have formed the groundwork for the statements which the thesis contains. Those mentioned in this review are recommended as preferred reading material on the subject.
H Roth, Today and Yesterday, Doubleday, 1929.
7. New Schools of New Russia, Wilson, Vanguard Press, New York, N.Y.
27. Soviet Union Year Book, 1927.

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30. Problems of the Complex System in the Schools. 1924.
32. School and Society, May 17, 1924.
34. Elementary School Advisor, January, 1926.
35. Elementary School Journal, December, 1925.
37. Library Journal, December, 1925.
40. Public Education in R. I. R., Moscow, 1926.
Approved by:

W. Wells

J. Rezman

P. K. Anderson

Graduate Committee

Date May 10, 1934