

R. S. F. S. R.  
**PEOPLE'S COMISSARIAT OF EDUCATION.**

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**PUBLIC EDUCATION**  
in the  
**RUSSIAN SOCIALISTIC FEDERATION OF  
SOVIET REPUBLICS**

**INTRODUCTION BY  
A. LUNACHARSKY**

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**MOSCOW—1926**

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R. S. F. S. R.  
POEPLÉ'S COMISSARIAT OF EDUCATION

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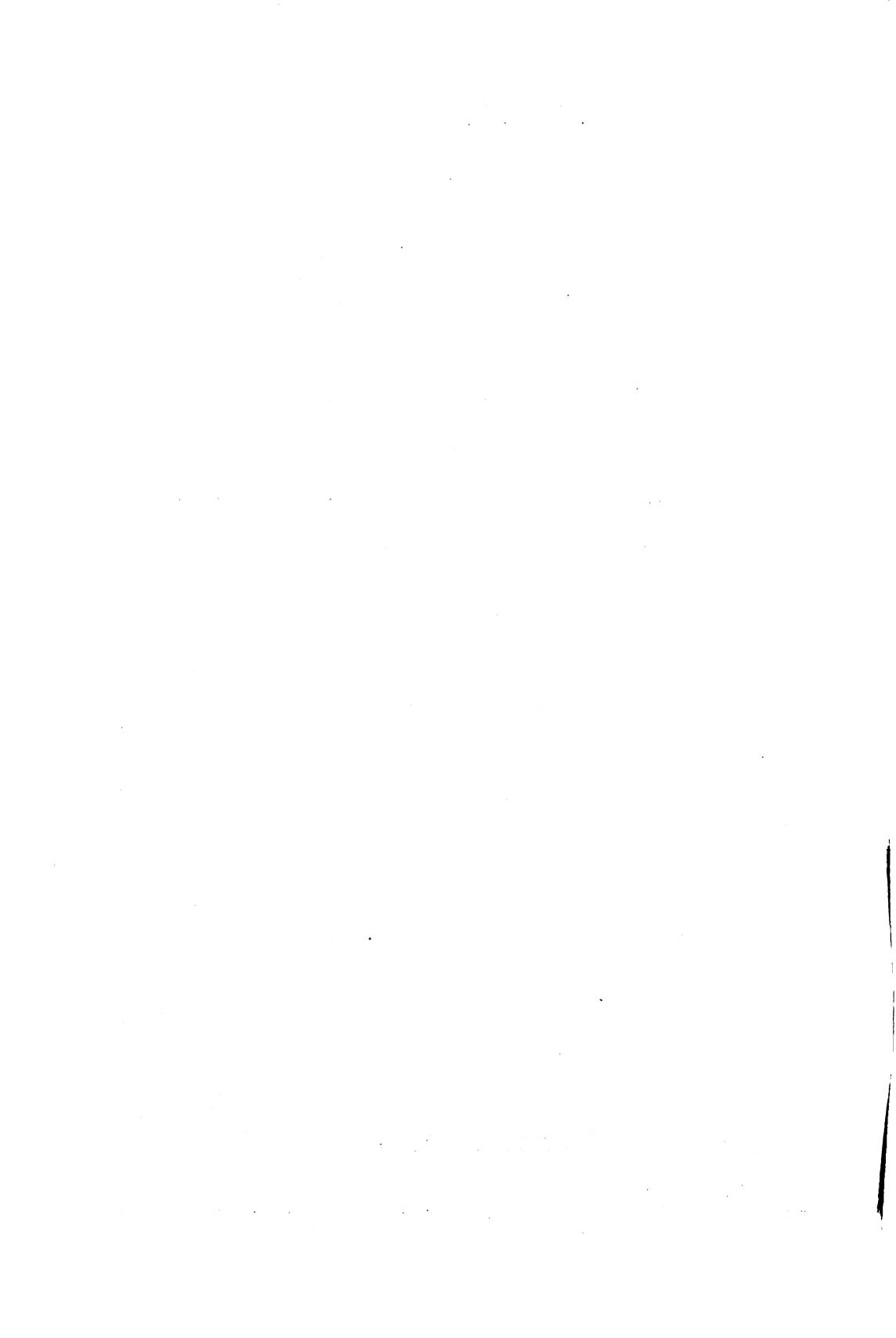
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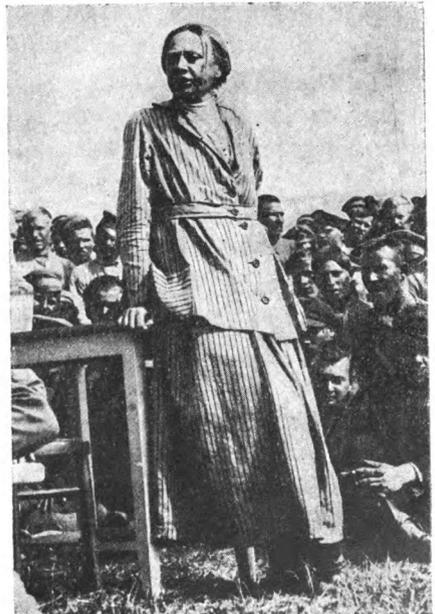
**Leaders of Public Education in the Soviet Republic.**



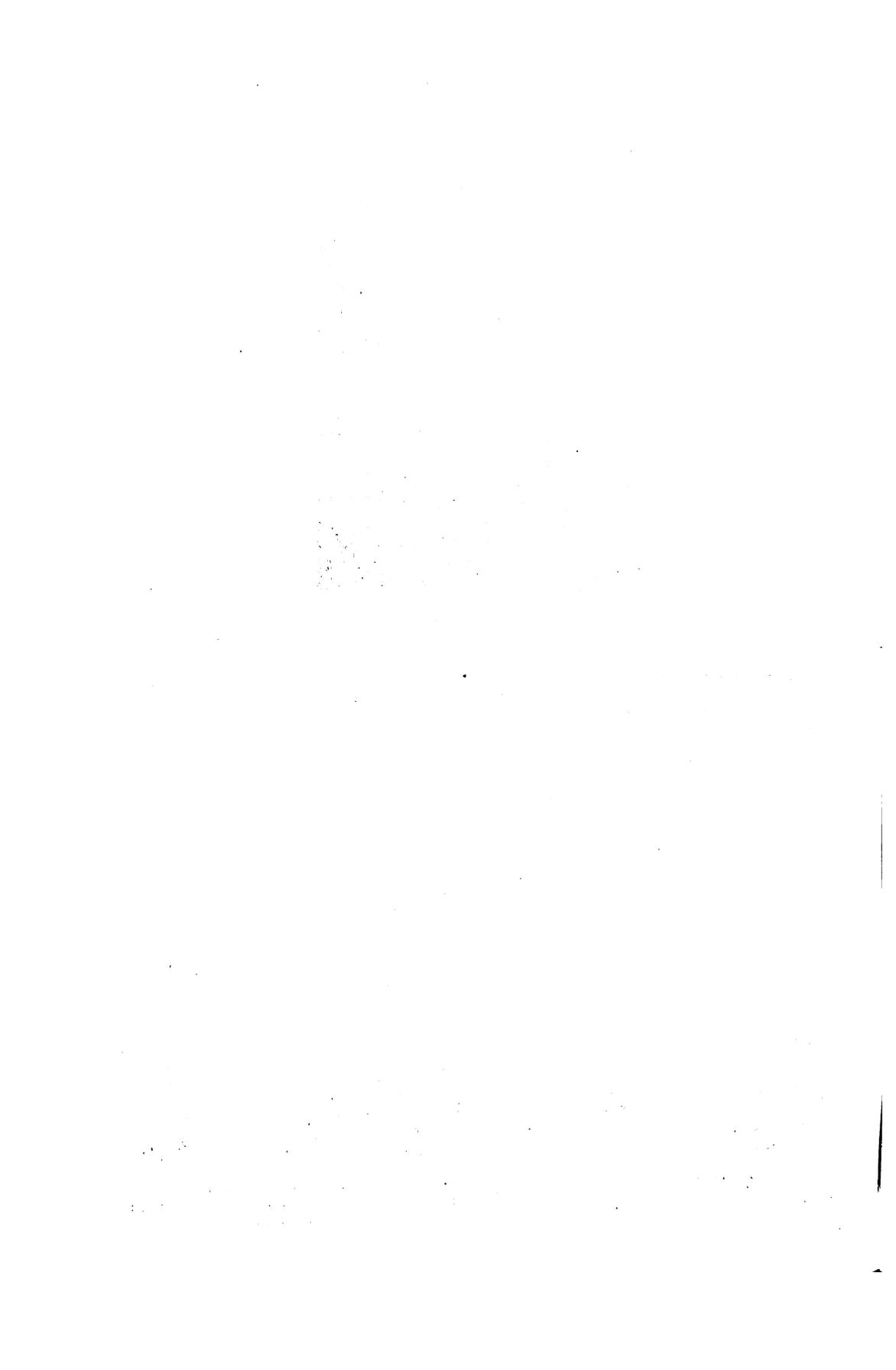
**A. V. Lunacharsky.**  
People's Commissar of Education.



**M. N. Pokrovsky.**  
President of the State Council of Education



**N. K. Krupskaya-Ulyanova.**  
President of the Committee of Political Education.



## INTRODUCTION.

The People's Commissariat for Education of the RSFSR has now accumulated a considerable amount of experience. We are not inclined to be conceited on account of our achievements, as the difference between what has been done and what remains to be done is colossal. As a matter of fact, our original programme is not yet sufficiently realised in practice, as we have been attempting to carry it out under most unfavourable conditions. Nevertheless, during these eight years we have consolidated the theoretical basis of the Commissariat of Education itself, — our practical efficiency, the local apparatus of education, and our schools themselves from top to bottom — all 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 it is still in a state of change and rapid development.

In our selves and all around us on the educational front nothing is absolutely fixed. We are still in a period of change. This is not, however, a period of mere programmes and blind groping after unknown objects but a period of the development of plans already formed. If, as we have developed our programme, we have found changes and improvements necessary, it has only been in detail, and though some of these changes have been of considerable magnitude, they have not affected the main lines of our ideas or actions. The general character of contemporary popular education in Russia is already sufficiently developed to excite great interest in foreigners. The visits of delegations of foreign teachers have convinced me of this. These foreign delegates were not blind and criticised as well as admired our work. At the same time they perceived that ninety per cent of our failures were the result of the poverty from which we have not yet emerged. They realised that the organism is healthy, if undernourished, and were profoundly interested in the nature of the organism.

I am very sorry that I am unable to put in the hands of these people and of the thousands of other teachers who are interested in our work complete, even though concise, data in their own language. The preliminary work of filling this gap is now being performed under the guidance of Comrade *Podzemsky*. This pamphlet gives a simple account of the main principles underlying popular education in Russia, and also sufficient facts and figures for their orientation.

The Central Committee of the Teachers' Trade Union is about to publish in the chief European languages a large book which will be a compilation of the works of our chief leaders on the educational front. This book will be the next step in the task of informing western readers, but meanwhile the present pamphlet will do much to supply the need. It contains much statistical material and has to some extent the character of a guide book. For the realist facts are not less important than theories. We hope in this pamphlet to make western scholastic readers acquainted not only with our principles but also with our actual accomplishments and especially with those present necessities the understanding of which is essential to a true grasp of the nature of our plans.

A. LUNACHARSKY.

**The Soviet Republic is making advances in Public Education. That cannot be doubted. From «Below» i. e. from the mass of workers, whom capitalism strove to bar from Education, by direct means, by means of violence, by means of hypocrisy and treachery, from that mass rises a mighty upheaval towards light and knowledge. We may be proud of the fact, that we are promoting the upheaval and serving it.**

**N. L E N I N.**

## **I. The Administration of Public Education.**

The Administration of Public Education in the Russian Socialist Federation of Soviet Republics is in charge of the People's Commissariat of Education (Narkompros) which includes the departments of Administration and Organisation, the State Council of Education, the Boards of Social and Polytechnic Education, of Vocational Education, of Extension Education and of Political-educational work among adults, of Administration of Scientific, Science and Art, and Museum Institutions and of the Department of Literature and Publishing. To the Commissariat of Education is attached the Council for the Education of the non-Russian speaking nationalities, which administers all the education of the national minorities and directs its activity in accordance with the characteristics of the language and customs of the nationalities inhabiting the R. S. F. S. R. As commercially independent undertakings which form part of the Commissariat of Education there are, the State Publishing Department the Administration of the State Cinema and Photo-undertakings and the State Musical Trust.

At the head of the Commissariat is the People's Commissar of Education, the post having been occupied since the October Revolution by Anatole Vassilievich Lunacharsky.

The local representatives of the Commissariat of Education are as follow: in governments and regions (oblasti) the departments of Education attached tho the local Executive Committees of the Councils of Workers' Peasants' and Red-army Deputies, in districts (uezdy) departments of education attached to the local branches of the executive Committees; in rural districts (volosti) the supervision of educational institutions, chiefly as regards their material welfare, is entrusted to one of the members of the executive committee; the control and instructor's work of the educational institutions are carried out by inspectors, of whom the staff of the local departments of education as well as of the Commissariat itself includes a certain number.

The coordination of the educational work of the Russian Socialist Federation of Soviet Republics with that of the other Soviet Republics is attained by means of periodical conferences of the People's Commissars of Education of all the Republics, which form part of the Union.

An active part in the work of the state commissions of educations is taken by elected representatives of the working classes. Most of the Councils of Deputies include special sections for public education. Various societies which unite millions of workers lend valuable help to public education. The most active educational work is displayed by the Societies „Away with Illiteracy“ and „The Children's Friend“.

## **II. The System of Puplic Education.**

The system of public education in the R. S. F. S. R. aims at the solution of three cardinal problems.

a) The development of the public economy with reference to the problems of socialist reconstruction in general, and more particularly to the methods of increasing the efficiency of labour.

b) The political and social development of the population in the spirit of communism.

c) The development of national culture among the peoples of the R. S. F. S. R. as an essential part of general culture.

Accordingly, the whole system of public education in the R. S. F. S. R. is based on the following principles:

a) The union of general education with efficient labour and active participation in public and political life.

b) To supply the actual needs of the national economy for workers with various specialities and qualifications, considering in each separate case the general scope of development and thus supplying the special needs of the state.

c) The adaption of the scheme to the conditions of labour and to the habits of life of those classes of workers which it is called upon to provide and to the particular needs of the region, where the system is applied. The term „Unified School“ is meant to signify the unity of the principles on which it is based, but by no means the absolute uniformity of all the schools regardless of where the school is located and for whom it is intended.

d) The closest connection between social and vocational education.

e) The co-operation of the labouring masses and of the scholars themselves in the practical organization of public education as a necessary condition for the efficiency of the system itself. The collaboration of the trades unions, of „Lenin's Union of Communist Youth“ and of the „Young Pioneers“ is of prime importance in the solution of the problem.

f) The conditions of the period of transition are such that each ascending grade of school tuition includes a smaller number of scholars. This fact necessitates a continuous sequence of types of school as well as the completeness of the range of scientific knowledge and practical training in each of them.

The fundamental sections of public education are:

a) Social education,

b) Vocational education,

c) Political educational work (Extension education).

We shall now proceed to the consideration of these three

separate branches. It is noteworthy that both the Commissariat of Education and its local departments take particular care to meet the cultural demands of the rural population (peasantry) which is less advanced culturally. The efficient development of educational work in country localities is always regarded by the Commissariat and its departments as a question of primary importance and takes the first place in the scheme of their activity.

### III. Social education.

The Institutions for social education include children from 3 to 16 years of age and are divided into 3 groups.

1) Pre-school, 2) School, 3) Institutions for the social guardianship of non-adults and the education of mentally defective children.

#### 1. Pre-school Education.

The fundamental types of pre-school institutions are a) the children's homes (Detsky dom) where the work is continuous b) the „Children's Hearth“ (ochag) open from 8 to 10 hours a day and c) the kindergarten — 6 hours.

On Jan. 1st, 1925 there were in the R. S. F. S. R. 848 Kindergartens and „Hearths“ with 2721 persons engaged in pedagogical work and 43.647 children, and 396 pre-school children's homes and permanent children's colonies with a staff of 1948 pedagogues and 20.877 children.

Pre-school institutions are designed for children from 3—7 years of age (inclusive) children aged 7 being put in separate groups, on account of the psycho-physical characteristics of their age. The maintenance and nutrition and the methods and organisation of the teaching are similar for all types of preschool institutions. All the work is conducted in the mother tongue and is based on the development in children of materialistic principles of a creative activity and of collectivist habits. This is achieved: by means of the active part given to the children themselves in the organisation of their life, by

the coordination of pedagogical work with actuality and with the existing environment; by the constant proximity of the children to nature, not only as contemplators, but in the character of investigators; by the selection for story-telling and conversation of such topics as are suitable to give the child a sound understanding of the phenomena of life; by helping the children to master gradually the process of reading, writing and counting, the whole work being kept in permanent connection with the organisation of the children's community; and finally by special attention given to questions of hygiene and of artistic development as applied to lodging, surroundings and clothing, as well as to the general regulation of the children's life.

As it considers the pre-school institutions as a means of freeing the working and peasant women from the enslavement of household cares and as a means of including them in the social life of the country, the Commissariat of Education gives particular attention to that part of its activity and strives to secure for the organisation of the kindergartens, hearths and playgrounds the collaboration of various municipal and rural authorities.

## 2. The Unified Labor-School.

„The Unified Polytechnic labour-school of the R. S. F. S. R.“ includes in its title the two factors of „polytechnic“ and „labour“; the title indicates the aim of the labour school to be the counterpart of both the strictly vocational school, and the ordinary school, which simply develops diligence.

The aim of the Unified Labour-School is to give children such knowledge and practical habits as are necessary for the sound organisation of their personal life and of public life in general.

All the schools of the R. S. F. S. R. adapt their activity to the programs worked out by the State Council of Education (attached to the Commissariat of Education). The program is based chiefly on the study of human labour. The teaching is planned according to a complex system, which in distinction from the old system of teaching, disconnected branches of science, aims at grouping all the separate subjects, such as

the mother tongue, mathematics, natural science, drawing etc. round a set of definite ideas which form the core of the educational plan.

The Unified Labour School includes children from 8 to 17 years of age (inclusive), divided into 9 age-groups with a yearly course for each.

The school council may authorise the admission and inclusion of children below or above the average age of the corresponding groups, within the limits of one year below and of three years above the average. The Unified Labour-School is divided into two grades: the first grade comprises four and the second-grade five age-groups. The second-grade school comprises two complete sub-sections: the first three years of learning and the two last years.

The aim of the first grade school is to teach 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 labour, of natural phenomena and public life.

The aim of the first sub-section of the second grade school is to give its pupils a complete knowledge of human labour activity as a whole, of the social organisation of mankind and of the elements of the laws of nature and public life, so as to help the scholar to become a conscious citizen of the Soviet Republic.

The aim of the second sub-section of the second-grade school is to train a mass of conscious qualified workers for certain branches of labour. This vocational bias of the second sub-section was found to be absolutely necessary, as a temporary measure in connection with the economic and cultural backwardness of the R. S. F. S. R., although the Commissariat of Education considers that the choice of a vocation should not be fixed before 17.

In rural localities the elementary school is „topped“ by the school for Rural Youth whose aim is to train educated workers on the land.

The second-grade school, and particularly its second sub-section must necessarily have an agricultural bias in rural di-

stricts, a technical one in industrial centres and a municipal one in cities.

Into the first group of the first-grade school children of suitable age are admitted without any examination tests. Into all other groups children of suitable age, are admitted if they possess scientific and practical knowledge equal to those of the group they join. No examination tests before admission to the schools are permitted: the pupils are admitted into the groups for which they have applied, and the School Council fixes a certain period (not less than 2 weeks) for class work, in the course of which period it must be ascertained with which group the newly admitted children should continue their work, so as to obtain the best results. The children are transferred from one group to another by the school council at the end of the summer term according to the results of the pupil's work in the course of the whole year. No special examination tests of any kind at the end of the year are allowed.

The teaching of any religious principles whatever and the performance of religious rites in the schools of the R. S. F. S. R. are prohibited. In all the institutions boys and girls are taught together.

No punishment whatever is allowed. Children's self-government is being introduced in all the schools. The „pioneer“ movement is strongly developed among the children of the R. S. F. S. R. in general, as well as among school-children. Outposts of pioneers are to be found in almost all schools. In the course of the scholastic year 1924—25 the number of pioneers has grown tenfold, and is now over a million. The pioneer organisations have a powerful influence on the life of the school, for they help to promote the social, political and physical development of the younger generation.

On Jan. 1st, 1925 the number of schools in the R.S.F.S.R. amounted to 64.124, with 125.626 teachers and 5.259.470 pupils. The number of second grade schools (the 7 years', 9 years' and for Rural Youth) on the same date was 3.136 with 47.047 teachers and 1.126.231 pupils.

On the 1. Jan. 1925 the first-grade schools were attended by 59,5% of the children of the corresponding age. It is expected that universal education will be introduced in the R. S.

F. S. R. by the beginning of 1933, and the plan of the gradual development of the school net work has been worked out accordingly. (The period mentioned will probably be shortened in accordance with the economic growth of the country).

The average duration of the first-grade school course does not exceed 3 years, although the normal term appointed is 4 years.

This is partly due to the backward state of the average peasants economy, where workers as young as 10—11 are of economic value, which prevents the peasantry from sending their children to school for more than 3 years. However, the statistics for the school year 1924—25 shows a certain growth of the average duration.

### 3. Social and judicial guardianship over non-adults.

This branch of educational work is called upon to supply the educational needs of the huge mass of destitute children (about 350.000) existing in the country as a result of the Imperialistic and Civil wars, as well as of the famine of the year 1921

The Institutions of this department of public education are: the Admission station where immediate relief is given to destitute children, needing the care of the State. The Admission stations organise a series of institutions, through which the destitute child has to pass before it finds its place in one of the permanent institutions. Admission stations are organised separately for girls and boys.

The observation and distribution stations. Their object is the thorough observation and study of the children, giving a full knowledge of their psychological characteristics and helping to place each child in the juvenile institution, most suitable for it individually. The observation and distribution Stations have a specially appointed staff of pedagogues, physicians and psychologists and are supplied with adequate special equipment and the apparatus, necessary for their investigations. The general teaching is so planned as to afford a means of judging of the individual qualities of every child from the physical and psychological point of view.

For the supervision over non-adults in public places (railways, streets, slums etc.) for the disclosure of cases of exploitation and ill-treatment of non-adults, as well as of cases of delinquency on the part of the children a board of social control over children is instituted. An active part in the work of the control is voluntarily taken by a considerable number of students, women-workers and the members of Lenin's Union of Communist Youth.

Cases concerning crimes committed by non-adults, under 17 years of age, are not brought before the general criminal courts, but are examined by special committees. These committees (for cases of non-adults) are attached to the departments of public education, their aim being to adopt medico-psychological measures for healing the delinquents.

The following figures give a general idea of the activity of these committees, the character of the work is illustrated by the decisions on the cases examined during the first half of the year 1924; with 30,3% of non-adult delinquents the committees limited their reproof to a simple verbal colloquy, to explanations, or admonition; 5% non-adults were entrusted to the care of their parent or relations; 1,2% had guardians appointed, 2,1% were despatched to their birthplace, 1,1% were given work, 1% were sent to school, 6,4% placed in homes for children, 9,1% in homes for morally defective children, 0,5% — in special medical establishments, the cases of 10% were transferred to the People's Court of Justice.

On the 1 Jan. 1925 the R. S. F. S. R. had 222 reception and distributing centres, including 15.319 children; and 252 committees for cases of non-adult delinquents, which decided 34.169 cases concerning 47.729 non-adults.

The abolition of destitution in the R. S. F. S. R. is considered as a matter of prime importance. The All-Russian Central Executive Committee and the local executive Committees possess inviolable funds bearing the name of Lenin, the interest on which is to be spent entirely on the struggle for the abolition of destitution among children. The Children's Homes of the R. S. F. S. R. the number of which amounted on Jan. 1st. 1925 to 3004, afford education to 235.177 children. The maintenance of the Children's Homes, where the children

are entirely provided for, consumes a formidable part of the funds allotted to the Commissariat of Education.

In the organisation of Children's Homes particular attention is bestowed on industrial training, as a means of preparing the children for active work on their quitting the home.

All the pupils of the Children's Homes attend the Labour School. Young people leaving the homes are granted certain privileges for obtaining employment, as well as for admission to various schools, technicums etc.

#### IV. Vocational Education.

Institutions for vocational education, whose aim is to prepare the necessary workers for all branches of industry, rural economy, pedagogy, public health, art etc. are classified according to speciality into:

Polytechnic (on Jan. 1st. 1925 there were 503 institutions with 61.064 students).

Agricultural (239 institutions with 23.804 students).

Social Economics (249 institutions with 44.328 students).

Pedagogical (218 institutions with 36.179 students).

Medical (158 institutions with 16.564 students).

Art-Schools (214 institutions with 28.526 students)<sup>1)</sup>.

##### 1. Higher Schools

(Universities, polytechnics etc.)

The aim of the higher schools is a) to create a nucleus of specialists for all branches of practical labour, b) to prepare scientists for the educational needs of the scientific, technical and industrial institutions of the Republic and more particularly for the higher schools themselves c) to spread useful knowledge among the proletarian and rural masses, whose welfare takes the first place in the activities of the higher schools.

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<sup>1)</sup> The data given above do not include 86 higher schools (Universities, polytechnics etc.) with 118.116 students and 682 institutions for workers' education, in as much as the latter have not been classified according to their several specialities.

The higher schools are divided into faculties, connecting the fundamental groups of correlated branches of science into a scientific unit and whose aim is to prepare professionally trained specialists for different branches of labour.

The Administration and guidance of the educational and economic activity of all the higher schools of the R. S. F. S. R. lies wholly with the Commissariat of Education. The Commissariat of Education alone has the right to bring about changes in the higher school, concerning its organisation as well as its personnel (teachers and students). The management of the tuition as well as of the economy of the higher schools lies with the Board of Administration, under the supervision and control of the Commissariat of Education. The Board consists of three or five members appointed by the Commissariat and selected from the candidates proposed by the educational staff and the students of the school, also by the trades unions, executive committees and departments of public education concerned in the activity of that particular institution. The work of the higher school is directed by the council, which consists of the members of the Board of Administration, of the deans of all the faculties, of representatives of the trades unions and other institutions, as well as of delegates from the educational staff and students.

All questions concerning the separate faculties and not the whole higher school are decided by the Council and presidium of the faculty concerned.

Questions concerning one or several connected branches of science, taught in the high school are settled by special Subject-Commissions. The so called Subject-Commissions consist of the educational staff lecturing in the branches involved, as well as of delegates from the students of the corresponding section.

All citizens of the Republic, of either sex, who have reached the age of 17 and who are eligible under the regulations of admission published by the Commissariat of Education, may become students of higher schools.

The students, besides participating in all the management of the university have their special organisations, at the head of which stands the Central Bureau of Proletarian Students,

attached to the Central Council of Trades Unions. In all higher schools the following sections are organised by the students : a) professional, b) academical. The object of the professional section is to unite, within the walls of the school the members of trades Unions, so as to create and strengthen their connection with the trades Unions themselves, to improve the material circumstances of the students, to promote their organised participation in academical work and to satisfy their cultural needs. The object of the academical sections is too coordinate the participation of the students in the academical life of the higher school. The academical section consists of the representatives of the students, who take part in the work of all the educational organisations of the respective faculties.

The higher schools of the R. S. F. S. R. are gradually adopting new methods of teaching. The system of grouped study circles and laboratory work is now considered to be the most satisfactory method of teaching, and best adapted to the demands of the contemporary higher school. The essential feature of this method is, that the knowledge of scientific data or principles is not conveyed to the students by means of lectures simply delivered by professors and passively received by the students, but by means of the students' independent analysis of the material in hand, directed by a series of questions and theses formulated by the professor, and which form the essence of the subject studied, also by means of discussions of the imparted information. According to this method, lectures only direct the study in a scientific subject and help to systematise the knowledge obtained, by tracing the general outline and scope of the subject studied, as well as the methods of scientific research in that line. -

Parallel to the adaptation of new methods of teaching, the higher schools have had to change the system of estimating the efficiency of the students. Examination tests at fixed periods are completely rejected by the Commissariat of Education, the higher schools are instructed to estimate the efficiency of the students by means of prolonged observation over the work performed by each student, or, as an alternative, by group tests.

The Commissariat of Education sets before the higher schools of the Republic the definite problem of achieving a

close connection between theoretical studies, practical exercises in the school itself and industrial or factory work, the industrial practice of the students forms an essential part of the curriculum. Special attention is given to the organisation of industrial practice for students in the summer. All the industrial undertakings and institutions of the R. S. F. S. R. are obliged to provide a fixed number of places for students and to pay for their work.

On the 1st Jan. 1925, there were, in the R. S. F. S. R., 86 active higher schools. Their classification according to specialities presents the following aspect: universities — 17, higher polytechnics — 18 (31)<sup>1)</sup>, pedagogical — 13 (23), agricultural — 22 (27), medical — 5 (19), for social economics — 4 (12), art schools — 7.

The scientists, engaged in the higher Schools, were 12,374, comprising: professors — 3,155, lecturers — 7,070, assistants — 2,499. 16,2% of the total number were women.

For the first time in the history of mankind the working classes have obtained free access to Universities and other higher Institutions in the Soviet Union.

Students of the higher schools, the total number being 113,116, may be classified as follows: workers<sup>2)</sup> — 21,8%, labourers<sup>2)</sup> — 25,8%, office employees<sup>2)</sup> — 38,4%, persons of some intellectual speciality<sup>2)</sup> — 10,8%, non-working element<sup>2)</sup> — 2,3%, others — 0,9%. 10,3% of the students belong to the Russian Communist Party, 10% to the Lenin's Union of Communist Youth. Women constitute 35% of the total number of students, members of trades unions — 31,2%. 15,7% of the students have passed through the workers' faculties.

## 2. Workers' faculties.

The aim of the Workers' faculties is the preparatory training for studies in the higher schools of persons belonging to the proletariat and labouring peasantry. Workers' faculties are atta-

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<sup>1)</sup> The figures in brackets denote the number obtained if each faculty is regarded as a separate educational unit.

<sup>2)</sup> And their children.

ched to almost all higher schools, and also exist in several industrial centres, where there is no higher school.

There are two types of Workers' faculties: the day-courses and the evening courses, which are subdivided, according to the curriculum of the higher schools into four principal sections, having a technological, economical, biological or pedagogical bias.

The Workers' faculties have a three years' course. They are designed for workers and labourers not younger than 18, who are employed in industrial manual labour. Persons, who have gone through the course of the workers' faculties are admitted into higher schools in preference to other applicants and without any supplementary tests.

On the 1st Jan. 1925 there were in the R. S. F. S. R. 65 Workers' faculties (including 8 with evening courses and 14 with day- and evening-courses) including 31,731 students. The social rank of the students of the Workers' faculties is as follows: workers — 66,66%, labourers — 24,44%, others — 8,79%.

The party adherence of the students of Workers' Faculties is: Members of the Russ. Communistic Party — 38,76%, Lenin's Union of Communistic Youth — 33,44%. Women constitute 17,92% of the total number of students.

### 3. Technicums.

The technicum is a second grade vocational school, whose aim is:

a) to prepare minor directive or executive personnel for all branches of labour.

b) to promote among the inhabitants of the district special and practical knowledge.

The length of the course is 3—4 years. Admission to the 1st course is granted to persons not below 15 years of age with a previous preparation equal to the 7 years' second-grade labour school or to that of the lower vocational school.

On the 1st Jan. 1925, there were 644 technicums with 120,868 students and 14,137 teachers.

#### 4. Institutions for workers' education.

The normal type of institutions for workers' education in the R. S. F. S. R. are: schools for factory and industrial training — attached to industry; for agricultural training — in rural districts; for commercial and business training — in the government servicet. Such schools are either attached to factories and works, rural districts, and other undertakings, or combined so as to supply the several undertakings of a district.

The aim of the schools for factory youth is to form the youths employed in industry into skilled workers with definite specialities, and to give them at the same time general development and a communist education. Schools for factory youth comprise that number of youths, which is necessary for replacing the natural decrease of skilled force in industry.

As a rule, factory schools are based on the general education obtained by the pupils in the 7 years (semiletka) polytechnic school, but, the school net work being very limited, the factory training school has to be, temporarily, based on the 4 years' school (chetyrekhletka).

On the 1st of January 1925 the R. S. F. S. R. numbered 540 schools for factory youth, which were attended by 50.183 pupils. The majority of the schools belong to the metallurgical industry.

Besides the schools for factory youth, the training of a skilled labour force is perfomed by vocational courses, whose object is: a) to introduce unskilled workers and young workers to skilled labour, b) to heighten the qualification of workers and working youths, c) to prepare, from among the skilled workers, lower and medium managing staff for industry (dessiatniks, foremen, instructors, overseers etc.).

Accordingly, the vocational courses are subdivided into courses of preliminary qualification, courses for heightening the qualification and overseers courses.

On the 1st Jan. 1925 there were 1385 registered vocational courses and schools with 134.037 pupils.

## V. Political-educational Work.

The fundamental branches of political-educational work are: 1) The abolition of illiteracy, 2) schools for adults, 3) libraries, 4) clubs and cottage reading-rooms (Isba-chitalnia), 5) propaganda work, 6) promotion of selfeducation, 7) artistic work and the cinema.

### 1. The Abolition of illiteracy.

According to the data of the All-Russian census of the 28th of August 1920 the literacy of the population appears as follows: out of the 117,284,504 inhabitants registered by the census of the country, there were 39,179,911 literate and 54,756,727 illiterate individuals from 8 years upwards, i. e. for every 1000 individuals of either sex from 8 years upward 401 were literate, in every 1000 men 529 being literate, and in every 1000 women — 300. The rural population is particularly backward in education; whereas every thousand of the urban population of either sex included 590 literate individuals, every 1000 of the rural population included only 278.

The work for the abolition of illiteracy is one of the crucial problems of public education. The All-Russian Executive Committee set before the Commissariat of Education and its local departments the urgent problem of completely abolishing illiteracy among the population between the age of 18 and 35 for the tenth Anniversary of the October Revolution at the latest. The number of the illiterate in the R. S. F. S. R., needing instruction was estimated at 17 million. A considerable part of the work, viz. the abolition of illiteracy among the members of trades unions and red-soldiers has been summarily achieved; however, the most difficult part viz. the abolition of illiteracy among the rural population still remains to be carried out.

The abolition of illiteracy in rural localities absorbs the chief attention of the educational organisations of the R. S. F. S. R.

On the 1st of January 1925, there were in the R.S.F.S.R. 26961 active stations for the abolition of illiteracy, where

772,384 persons were being taught. At the same date the number of schools for the insufficiently literate amounted to 2249, where 63,170 persons were being taught. The net of stations for the abolition of illiteracy is constantly spreading; it is sufficient to say that from the 1st of June 1924 to the 1st of Jan. 1925 the number of stations showed an increase of 78%, and of schools for the insufficiently literate of 259%.

The aim of these stations for the abolition of illiteracy is not only to teach the elements of reading and writing, but to rouse an interest in knowledge and the class consciousness of the learners, as well as to call forth their desire for active participation in the construction of the Soviet State. In accordance with the data of scientific psychology, pedagogics and practical experience, concerning the expediency of beginning the teaching of adults on material of vital interest for the learner, questions concerning Soviet State construction are selected by the illiteracy-abolition stations. The elements of political knowledge are introduced into the text of primers and it is considered absolutely necessary to give up teaching beginners on meaningless material, alien to the interests of those taught. In connection with the material provided by the manuals colloquial discussions concerning the topics of the day constitute part of the work.

The teaching is mostly based on the method of complete words of analytical and synthetical variety, as giving the surest and most rapid results. The phonetic method is considered as presenting greater difficulties for beginners. Elementary mathematics are taught at illiteracy-abolition stations in order to help the pupils to understand the numerical matter and its graphical interpretation to be met with in books, in the press, and in everyday practice. Elementary mathematical knowledge is closely connected with the material contents of the primer. It is proved by experiment that if the teaching is properly planned and conducted, an illiterate person can be taught in the course of 3 — 4 months at the rate of 5 — 6 hours' work a week.

The object of the schools for the abolition of literate insufficiency is to strengthen those taught, especially such as have gone through the abolition stations, in the acquired habits of reading, writing and reckoning and to help them to handle with

discernment the questions of the actual life of the moment.

The complex system of teaching is adopted in schools for the insufficiently literate, the basis being a course on the economic geography of the U. S. S. R.

## 2. Schools for Adults.

The chief types of schools for adults are: higher schools for adults and soviet-party schools.

Schools for adults of a higher type have in it view to afford those who are taught in them the means of considering consciously both social phenomena and the phenomena of natural history. Schools for adults are divided into two groups: schools with an agricultural bias, and schools with an industrially productive bias. The bias is effectuated by a special selection of matter, for instruction based on the facts of the students' everyday life. The full term appointed is three years. Where suitable conditions are available, a third supplementary school-year is added, the completion of which affords the right of admission to a higher (tertiary) school or institution, on equal conditions with those who have finished the Unified labour school.

On the 1st of January 1925 there were in the R.S.F.S.R. 263 schools of a higher type for adults, attended by 39.645 students.

The soviet party schools are subdivided into: schools of political literacy, first-grade soviet-party schools, second-grade soviet-party schools and communist universities.

The aim of the school of political literacy (politgramoty) is the abolition of political illiteracy.

The soviet party schools have for their object the training of workers for the primary party-soviet and professional nuclei, as well as of workers within the range of minor rural districts (volosti).

The second-grade soviet party schools have to prepare political workers for larger districts (uesdy).

The communist universities being the highest type of the soviet party school, take for their aim the preparation of qualified workers in the field of the theory and practice of communism.

On the 1st Jan. 1925 there were 1163 registered schools of political literacy (politgramoty) and political courses with 39.102 pupils, 150 soviet party schools with 15.981 pupils and 12 communist universities with 6400 students.

### 3. Clubs.

The club net work of the R. S. F. S. R. consisted on the 1st of Jan. 1925 of 4211 clubs, containing about a million members.

The club-work is based on the principle of the collective activity of the members of the club, who are called upon to organise various circles, ranging from circles of political literacy and natural science to athletic, artistic etc. circles

The immediate guidance of the labour club activity is effected by the trades unions which have special educational and cultural sections attached to them. Special cultural and educational commissions are attached to all the factory-workers' committees.

### 4. Cottage reading rooms. (Izby-chitalni).

In rural localities the work of the clubs is performed by the cottage reading rooms, which constitute the centre of all the village politico-educational work. All the local cultured force such as teachers, physicians, agricultural instructors etc. are concerned in the work.

In all the cottage reading rooms newspapers are read, lectures and conversational discussions held, reference work is done, study circles display their activity. The most popular and wide spread are the political, dramatic and agricultural circles. Very often a wallnewspaper is compiled in the reading-rooms and they are the meeting points of the rural correspondents of the local, district, government and city press.

The cottage reading rooms are supplied with books by the nearest minor district (volost) library.

Lately the net work of cottage reading-rooms has been rapidly spreading. Whereas on the 1st of June 1924 the R. S. F. S. R. numbered 8684 cottage reading halls, on the 1st of January 1925 their number amounted to 13.510.

## 5. Libraries.

The chief types of libraries in the R. S. F. S. R. are:

### In Towns:

- a) The central government or district (uezd) library with a stock of sets for itinerant libraries.
- b) The city-district library, which supplies a whole district of the town, connects its activity with that of the workers' clubs, schools, courses etc. (In the bigger districts of cities sub-district libraries are organised).
- c) libraries attached to labour undertakings etc.

### In Rural Localities:

- a) the minor district (volost) library,
- b) libraries in larger villages.

In order to combine the most profitable use of books with the minimum of expense, stationary libraries are not organised in villages and small factories; they are replaced by small itinerant libraries, to the development of which special care is applied.

The circulation of books in the libraries of the R.S.F.S.R. is in free of charge.

The obligatory system of classification is the Brussels International Decimal System of classification.

The libraries take an active part in all the cultural and educational work of their district and perform considerable duties in connection with their readers, such as advice concerning books, help in reference work, in the organisation of circles etc.

On the 1st of Jan. 1925 there were in the R. S. F. S. R. 4523 stationary and 5065 libraries.

A comprehensive group of academical libraries must be mentioned separately; they are of great scientific value, which does not, however, prevent them from performing as well a considerable amount of work for the benefit of the mass-reader. The most important of these libraries are the Free Public Library of the U. S. S. R., bearing the name of V. I. Lenin in Moscow, containing as many as 4.000.000 vols. and the Leningrad Public Library, containing about 3.500.000 vols.

## 6. Propaganda-work.

The Propaganda work, an active part in which is taken by all the educational institutions is grouped round the various campaigns, bearing an economical, political or ideological character. As exemplifying the aims of the campaigns undertaken, we may note famine relief, the improvement of rural economy, the anti-religious struggle, the abolition of destitution among children etc. Propaganda campaigns are also developed for the organisation of such revolutionary festivities as the 1st of May, the Day of the Woman Worker, the anniversary of the Revolution, etc.

## 7. Self-education.

Self educational work among the working and rural population has lately begun to have a wider range of development. For giving guidance and the necessary help in self-educational work special consultation-committees are instituted, they are either worked from the centre or attached to the local educational institutions.

## VI. Science.

The October Revolution has completely and irretrievably swept aside the social relations, which necessarily laid their imprint on the scope of scientific work, checked its development and caused it to deviate from the direct path of the active promotion of human progress. A social state organisation, founded on the principle of private property, on the exploitation of the population by the feudal and capitalistic minority, on national oppression, inevitably calling forth the catastrophe of military contest' checks and impairs the development of scientific research and the process of mastery over the forces of nature by man and consequently the general growth of human development.

The October Revolution having by the heroic efforts of the most oppressed class—the proletariat—surmounted these obstacles, has inaugurated thereby a new era in the history of mankind, the era of the complete reorganisation of social rela-

tions, based on the collective and conscious management of the public economy by society itself, in which all class distinctions have been abolished. That formidable historical problem the solution of which will signify the actual victory of mankind over the blind force of nature, is, however, not to be solved without the wide-spread and profound development of science. A socialist commonwealth, more than any other state organisation, needs above all a wide development of the abstract, as well as of the practical, branches of science, and it is now for the first time that it places scientific thought and research in conditions of genuine freedom and effective proximity to the popular masses. It is only under these novel social conditions that science will once and for all cast off the time-old chains, which condemned it to servitude to theology and to the worst prejudices of the ruling classes. This was foreseen and estimated as fundamental by the great theorist and organizer of the new social relations Vladimir Illich Lenin, and that same evaluation of the prominent part of scientific thought, scientific investigation and scientific synthesis is the foundation stone of the practical policy of Soviet Statemanship.

It is natural that during the first strenuous years following on the October Revolution, when the Soviet Government had to defend arms in hand its very existence, it could not, lend its help and consideration to scientific work to the extent it desired, or secure for scientific workers the conditions of life necessary for efficient research. At the present time, under the conditions of the rapid growth of the Soviet State and the stabilization of its material welfare, the government of the Soviet Union regards as one of its most important problems the establishment on a wide base of the scientific work of the Union, the spreading of scientific knowledge among the millions of the toiling masses, newly roused to social life, as well as the co-operation in scientific research of the numerous nationalities, who after long years of oppression have for the first time, under the conditions of a Soviet State obtained the opportunity for free cultural and economic development.

The scientific institutions under the charge of the Commissariat of Education there are some under the charge of other departments) comprise 103 institutions for scientific research

and 232 scientific and geographical societies (mostly concerned with provincial geography).

The number of scientists co-operating amounts to 4500, far above the pre-war average.

One of the most conspicuous achievements in the work of these institutions is, first of all, a considerable inclination towards the substitution by the materialistic Marxist method of individualistic methods of research. As a counterpart to the vitalistic and spiritualistic views of many foreign scientists, which have been but feebly reflected among a limited circle of our scientists, in most of the scientific institutions of the Commissariat of Education, and under its immediate guidance, profound scientific work is performed, more particularly methodological and methodical work, based on the principles of dialectical materialism.

Closely connected with the activity of the Commissariat of Education and its departments concerning the adaption of Marxist methods to scientific research, is their endeavour to include the labouring masses in scientific research, as well as in the work of provincial geographic societies.

The improvement in the economic state of the country has brought about a spontaneous scientific effort of the masses: together with the renaissance of former and the organisation of new scientific societies, particularly of geographical ones. The eagerness of the working masses for knowledge and independent scientific research is noteworthy. Most of the geographical work is centred in the local geographical societies and is coordinated by the Central Bureau of Geographical Research and by All-Russian Conferences for provincial geography.

Greater importance is also given to the popularisation of scientific knowledge. As an example it is sufficient to cite the number of visitors to the Moscow Polytechnic Museum (Museum of applied science), which was visited during the 2nd half-year 1923/24 by 835 excursions, numbering 19,534 excursionists, the total number of visitants was 41,921; 21 popular lectures were given, and 54 scientific reports made.

Together with the popularisation of scientific knowledge, the link between science and industrial production is obviously strengthening. A close connection is established between the insti-

tutions for scientific research and all the economic departments, tending to secure for the latter necessary scientific advice and to promote the adaption of research to the needs of the economic and political life of the country.

A number of institutions, such as: the Principal Geo-Physical Observatory, the Institute of Torrid and Waste Regions, the Institute for Scientific Research attached to the 1st Moscow University, the Irkutsk, Sverdlovsk, Semenovsk and Kostroma Meteorological Observatories and other institutions carry on independent scientific work and work set before them by the Commissariat of Education for drafting weather forecasts, especially in connection with measures to be undertaken for the prevention of bad harvests due to drought. In close connection with it stands the study of the soil (geoscopy) (the Geoscopical Institute is attached to the 1st Moscow University) and the study of torrid culture (Institute for the Study of the Torrid Regions, the Botanical Institute attached to the 1st Moscow University and others). The Colonisation-Institute studies from various points of view all questions concerning emigration from densely populated regions to certain districts of Siberia, the Ural, Semiretchie etc. Problems of rural economy are handled by the Scientific Institute of the Timiryazeff Agricultural Academy. The scientific work connected with metallurgy and the mining of useful minerals is carried on by the Leningrad Mining Museum, the Geological Institute of the 1st Moscow University, the Radium-Institute (for the exploration and mining of radium ores). The Institute of Astronomy is making a graphometric investigation of the Central Ural in the locality of the platinum beds. Coal beds were discovered by the Maritime Institute of Research on one of the islands of the Arctic Ocean, a discovery of prime importance for future Arctic navigation. In the sphere of industry the link between science and production is maintained by a series of Institutions for scientific research, foremost among which stand the Institutions which sprang to life at the time of the October-Revolution, — the Techno-Physical, Optical, Radium and Roentgeno-Radiological — all four in Leningrad. The first, of these which obtained specially equipped quarters only in the year 1923, has already won worldwide renown for the investigation, by the academician A. F. Joffe,

of the resistibility and structure of building materials by Roentgenographical means; attached to the Institute is an industrial department for the production of apparatus for radio-technics of high vacuum apparatus etc. The Optical institution at the head of which is prof. D. S. Rojdestvensky, performs, together with the usual researches in optics, comprehensive work in opto-technics: a department of optical glass it attached to it, as well as well equiped optical works. The Institution is closely connected with the Commissariat of the Army and Navy and others. The Radium Institute is firmly linked with the exploration of radium beds in the Fergana as well as with the radium industry, the needs of which are mostly supplied by its laboratories. The chemical department of the Institute prepares, from the intermediate products supplied by the works, chemical matter rich in radium, as well as radium-emanating products for practical use, especially for applied medicine. Considerable achievements in the same line are due to the Rhoentgeno-Radiological Institute, which studies the influence of Roentgen and radium rays on living matter, and parallel with it on the diagnosis and treatment of varios diseases.

The Micro-Biological Research Institute is a new and valuable acquisition for scientific and applied medicine, as it affords every possibility of studying diseases by means of the newest methods. The Chemical Institute of the 1st Moscow University performs considerable work in the sphere of applied and, more particularly, military chemistry. In the sphere of energetics — the energy of water (white coal) and solar rays — work has been done and is still being done by the Hydrological Institute by the Aerological Observatory of the Moscow geo-physical Institute, and the Permanent Commission of the Academy of Sciences for the Investigation of the productive forces of Russia. Worthy of note is the work in that line of many gifted self-taught students: a series of their discoveries have been registered by the Association of Naturalists, in whose museum numerous models of their inventions are collected. Moreover, in connection with the work performed, the Association has prepared for publication a report on solar-motors. Research in the sphere of labour methods and, in connection with this, the search for of augmenting the efficiency of human labour is per-

formed by the Brain Institute, attached to the Psycho-Neurological Academy, under the direction of the academician W. N. Dekhterev; of supreme interest are the results obtained by the study of collective labour, which give evidence of its advantage over individual effort, not only in the sphere of manual labour, but even more so, in the sphere of intellectual work. It is a noteworthy fact, that these data are practically proved by the results of the important research work of the four institutions mentioned above, which have sprung into life and attained full development under the Soviet Government (the Radium, Optical, Physio-Technical and Roentgeno-Radiological Institutes).

The above gives by no means an exhaustive description of the achievements of the scientific Institutes of the R. S. F. S. R. here is no doubt, that in addition to achievements in various branches of science which have a purely practical value, there are many which afford great theoretical interest. Worthy of note among these are: in the Academy of Sciences — the physiological research of the academician Pavlov in the sphere of reflexology and the study of digestion, the seismological work of the academician Steklov and Prof. Nikiforov; the researches on magnetology and the gravitational permeability of mountain rocks, the expeditional and investigation work of the permanent commission for the investigation of the natural productive forces of Russia (KEPS). In connection with the Physico-Technical Institute, among the principal discoveries of the academician Joffe, in addition to his Roentgenographical investigation of the durability of building material, we must note the obtaining of single-crystal metals, the research on the importance of the smoothness of metals for their resistivity, methods of the investigations of magnetic potential fields etc. In connection with the geo-physical observatory — the research of the Theoretical Department (prof. Friedmann) on the hydro-mechanics of liquids capable of compression, and on the methods of long-dated weather forecasts; in connection with the institute of Mechanics and Mathematics — the work of Profs. Egorov and Luzin, and their school, in their sphere of the theory of functions and of transfinite numbers and topology.

However, it is impossible in this short survey, not only

to enumerate all the valuable results obtained, but even to mention the fundamental branches of research of the various institutions, and all the above mentioned discoveries must, therefore, be considered as disconnected fragments snatched, to bear evidence, out of the grand edifice of science, erected by the activity of the scientific institutions of the R. S. F. S. R.

Among other momentous features in the activity of the scientific establishments of the R. S. F. S. R. we must mention, first of all, the noteworthy scientific work performed by investigation expeditions, which help to obtain valuable evidence. Thus, in order to afford the best possibilities for the work connected with the problem of the Arctic seas, the Maritime Institution of Research was established and supplied with a special ship, richly equipped with scientific apparatus.

The Russian Academy for the History of Material Culture organises periodical expeditions for the linguistic and archeological investigation of the Northern Caucasus; the Russian Academy of Sciences carries on research expeditions in Siberia, Turkestan, in the North European districts of the R. S. F. S. R. and other outlying regions. There is no doubt that the expeditional method is the most valuable one for the scientific efficiency of the institutions of the R. S. F. S. R. as it affords the best means for the many-sided encompassment and study of the vast expanse of the Republic. The coordination of the work of the various departments of the Commissariat of Education with that of the departments of other institutions is effected by the summoning of scientific congresses, conferences, committees etc.

In the course of the current year a series of conferences have taken place, some of which, such as: the Mendeleeyeff conference, and the conferences of [Physical scientists, Astronomers, Zoologists, Roentgenologists, Hydrologists, Geographers and others are of prime scientific and practical importance. These conferences, while summarising the disconnected results of the research of separate individuals and institutions, trace the further scope of scientific development. As another means coordinating the work of different branches, we must mention the special mixed inter-department committees, whose object

is to draft the plan of scientific work for the whole territory of the Republic (such are the inter-department Meteorological Committee, the Hydrological Committee, the Unifying Centre for Geodesy and Cartographie, etc.).

The connection with foreign scientific institutions is upheld by interchange of literature, by the participation of foreign scientists in the scientific conferences of the Republic, and by the organisation of International Conferences in the R. S. F. S. R. (the conference of Limnologists in 1925), by the work of some foreign scientists in our scientific institutions, and also by the delegation of scientists of the R. S. F. S. R. to general and local conferences, as well as by commissioning individual scientists for the performance of scientific work in foreign countries.

The further preparation of young scientists is effected in the R. S. F. S. R. by Institutions for scientific research, attached to the higher (tertiary) schools, or independent of them. The training is based on special programs, approved by the Council of Education, the persons admitted for further preparation being awarded scholarships during the whole term of supplementary training for scientific research in the R. S. F. S. R. are then sent abroad to complete their studies.

For the carrying on of scientific work and the consideration of all the problems connected with its advance the Commissariat of Education has appointed a special Committee, which comprises all the most prominent specialists and scientists, renowned for their work in that line; representatives of other institutions and departments concerned are called upon to take part in the work of the Committee, as permanent members. Of supreme importance for the work of the Committee is its vital connection with the provincial geographical organisations, which play so prominent a part in the life of the Union.

The problem of the preservation of natural resources is of exceptional scientific importance. One of its objects is to keep intact for future times such antiquities and rarities as may prove of universal interest. As such, must be considered various more or less extinct races of animals: the aurochs, the beaver, the desman (Siberian Musk-rat), the Crimean stag (rock-doe), the isable, the white heron and some others, as well as the rarer plants (the Caspian lotus) and various minerals, to be found

richly accumulated on small areas. This needs the establishment of new protected areas, completely segregated from human influence. Such reservation must be regarded as a special type of scientific institution, whose aim is to study laws of nature in surroundings, where nature is absolutely free from the artificial influences of man and where vital biological processes reach the highest development. The uninterrupted study of the reciprocal action of the forces of nature, produced by the influence of the environment on organism and of the organism on the environment and on each other afford ample possibility of elucidating these important problems of natural science. Duly considering the exceptional scientific value of such preservation areas, six absolutely protected areas were investigated and organised within the limits of the R. S. F. S. R. (the Astrakhan reservation, the Caucasian Aurox reservation, the Crimean Kossinsky, Ilmen, mineralogical and the Pensa reservations).

Finally, as a means for the preservation of the memorials of artistic park construction, various committees, instigated by the Commissariat of Education, have undertaken the minute investigation of various parks dispersed all over the territory of the Union, and as a result, some of the parks, which were of real scientific or artistic value, were declared to be subject to the protection of the State. Likewise as many as one hundred minor reservations of local significance were inventoried, described, partly photographed and studied by the Committee from the data of the local sections, and also found suitable for protection.

Parallel to the scientific problems of the safeguarding of natural monuments, the practical aims of the preservation of the natural riches of the Republic necessarily connected with them, are constantly kept in view by the Commissariat of Education, and have caused it to plan several new protected areas of industrial importance.

The care of archaeological monuments, such as tumuli, remains of ancient cities etc. demanded urgent measures for their protection against destructive excavations, and treasure seeking, which had grown especially attractive and easy during the civil war of 1917—1920. Its abatement and the stabilisation of the Soviet Republic facilitated the gradual transition to im-

mediate and well planned archaeological work, as well as the planning of further excavations to be undertaken by the State.

The steady development of archaeological activity may be illustrated by the following figures: in 1921 — 45 excavations were performed, in 1922 — 54, in 1923 — 127; in 1924 excavations were carried on simultaneously in 64 governments, the results obtained amounting to several thousands objects of archaeological interest.

Considerable development has lately been achieved in various museums. In Leningrad the Zoological Museum of the Academy of Sciences, having received new quarters, was able to extend its renowned Northern Dvina Gallery; the Mineralogical Museum, having obtained a large supplementary area; was enabled to include in its collections the results of the latest Expeditions of the Academy to the Kolapeninsula, to the Ural etc. The Museum of Ethnography and Anthropology was enriched by valuable collections from India and other extra-European Countries. Among the Museums of Moscow we must note the Darwin Museum, with three times its former accomodation, which has exhibited its collections, illustrating the general development of the idea of the evolution of living organisms as well as the several Museums of the 1-st Moscow University. Many of the provincial museums were also enabled to develop their scientific work; the investigations undertaken by the Krasnonoyarsk and Irkutsk museums on the palaeoliths of Siberia; by the Samara museum — on the neoliths of the Volga region; by the Saratov museum — on nomadic culture, are prominent among the achievements of scientific institutions.

## VII. A r t.

The policy of the Commissariat of Education in the sphere of Art was from the first moments of the Revolution determined by two fundamental ideas: on one hand to keep intact the treasures of art, which the liberated people had inherited from the old regime, on the other — to give free scope for any new tendencies and initiative in the domain of art and to promote

the creation of new aspects of art, which might artistically incorporate the revolutionary pathos and all revolutionary aspirations.

The path was strewn with obstacles: the absence of specialists, a number of discussable questions and above all, the lack of pecuniary means, for, as is most natural, the first problem to be faced by the state was the safety and welfare of the military and economic fronts. However, on the whole, the solution of the problem may be said to do credit to the Commissariat of Education.

Despite the scant attention that could be given to our classical theatres and art schools during the years closely following on the revolution, not only were all the theatres, museums, music schools, academies of fine arts and other institutions of solid renown kept intact, but a number of new ones were instituted, and the art treasures were enriched by acquisitions from private collections.

Formidable work was performed in the sphere of museum construction and protection of the monuments of art. During the first months after the October Revolution a single Museum Centre was instituted within the Commissariat of Education, which comprised the administration of all the museums, as well as the carrying out of vast measures for the safeguarding of all objects of art, monuments of architecture, archaeological excavations and so forth.

The measures for the registration and safeguarding of art had a wide scope. Private collections, churches and historical objects pertaining to religious rites, old estates with their treasures, antique profane architecture, archaeological excavations etc. were declared to be under the supervision and protection of the state. Thus, the number of private collections catalogued as subject to protection in Moscow and Leningrad amounted to about 1000; the valuable objects were left with their owners, but registered and put under the supervision of the Commissariat of Education. Several of the most important private collections, which had long since outgrown their household origin and acquired all the features of museum collections were nationalised and turned into free public museums such were the collections of the

Schukins, Morozov and Ostrookhovs in Moscow, and the family collections, together with the historical buildings, of the Youso-povs, Strogonovs, Shuvalovs, Sheremetevs in Leningrad.

Similarly, all over the territory of the Soviet Republic more than 500 old estates were investigated, about one half of which — 250 — were put under the protection of the state, as valuable historic monuments, and part of them were converted into public museums of household culture: such are the celebrated — “Arkhangelskoe”, “Kooskovo”, “Ostankino”, “Ostaffievo” and others; museum country residences connected with the names of great Russian writers must be mentioned apart; such are: Pushkin’s “Mikhailovskoe”, Tolstoy’s “Yasnaya Poliana”, Tutcheffs’s “Mooranovo” and several others.

As to the numberless old churches and monasteries in which old Russia abounded, great care was required for their investigation and the singling out of those which in consequence of their historical value deserved to be kept under state protection. Thus, above 3500 churches and more than 30,000 objects of religious art were registered. Special mention must be made of the work performed during the great famine of the Volga region, when gold and silver utensils were collected from the churches for the relief of the famine-stricken population. The specialists of the Museum department were called upon to give their expert opinion on the fabulous amount of 26,000 pouds (overs 400 tons) of objects of noble metal; 10,000 objects of historical value, were later handed over to museums.

Finally, restoration work was applied to the repair and preservation of ancient monuments, showing signs of decay, caused by time or accident; also to the repair of accidental destructions caused to historical buildings and towns by the circumstances of the civil war. Such restorations were performed on more than 200 provincial monuments, to say nothing of the enormous work in that line achieved in Moscow, Leningrad, Yaroslavl, Novgorod, Samarkand and many other places. Among the latter most important group, special attention must be drawn to the restoration of the Moscow Kremlin,

to some extent injured during the bombardment in October 1917; to the restoration of the historical buildings in Yaroslavl injured during the mutiny of 1918; to the restoration of St. Sophia cathedral in Novgorod, further — of celebrated church of Spass-Nereditzy of the XII century; of the ancient minaret of the Ulukh-Bek mosque in Samarkand and so forth. Similar work was done for the restoration of old Russian painting, which has only since the revolution become properly known and enriched science with discoveries, which have aroused great interest in Europe; this work is noteworthy, for the discovery of most valuable frescoes of the XII century in the St. Demetrius cathedral in Vladimir and of the frescoes of the XV century in the cathedral of the Assumption in Vladimir, in the Cyril-Belozersk monastery, in the Moscow Annunciation cathedral, in the important Troitsa-Serguivsky monastery (lavra) etc. One of the most important results of this work was, that the greatest masters of old Russian art, Andrey Roobleff and Theophanus the Greek (Feofan-Grek) first appeared in their original aspect in the remarkable specimens of their ancient painting, undisfigured by later paintings over and barbarous corrections.

Proceeding to the survey of museum institutions one must first remark the State Hermitage in Leningrad, which has been enriched during the revolution by numerous most valuable collections. At the present moment it occupies, in addition to its former quarters, the greater part of the Winter Palace. Its collections are exhibited in more than 150 museum halls. Its department of West-European art has been considerably expanded, by the inclusion of the most valuable specimens from suburban palaces and from private collections. Baron Stieglitz's numerous collection of decorative art has been transferred there, as well as specimens of ancient culture to its departments of Antique and Oriental archaeology etc. Acquisitions of similar interest are to be noted in the Leningrad State Russian Museum — the central museum dedicated, as a counterpart to the Hermitage, to specimens of Russian art customs and life. And finally, in addition to the reorganisation of the department of Old Russian and Modern Art, the department of Ethnography was inaugurated. The latter, as regards the volume

of its collections, is the largest in the Republic. The section of the Eastern-Slavs and other nationalities which people the territory of the U. S. S. R. In process of development there is the third department of the Russian Museum — the department of the history, life and customs, the object of which is to illustrate the growth of culture and material life on the territory of the U. S. S. R. independtly of the national particularities of the population, i. e. of the life and customs, which where the social result of political processes.

A separate group of museums are the museum-palaces. This form of museum is the creation of the present revolutionary epoch. Of greatest artistic and social interest are the suburban palaces: the palace at Peterhof, comprising the principal collections of memorials and objects of the time of Peter the Great, the palaces of Detskoye-Selo, reflecting the times of Elisabeta Petrovna and Catherine II, Pavlovsk — a valuable memorial of the infatuation of Russian society with classicism in the time of Paul I, and lastly the palace in Gatchina giviug a vivid picture oī the epoch of Paul I, as well as of the artistically destitute time of Alexander III. Only as fragments inlaid in the enumerated museum palaces, with the exception of Pavlovsk, a few traits bear evidence of the liē of Nicholas II. The life of the higher nobility is reflected by most interesting and valuable memorials, in the urban museum palaces of the Shermetievs and Stroganovs.

A completely new variety of museum work is the construction of a special central Museum of the Revolution in Leningrad. It occupies as many as 50 halls of the Big Winter Palace, exhibiting collections devoted to the momentous stages of the history of the revolutionary movement (the Dekabrist, Narodnaya Volia, 1905, the October Revolution, the Communist International etc). A similar museum has sprung up in the centre of the Union of Soviet Republics in Moscow, comprising historical and Revolutionary evidence of equally considerable bulk and value.

In Moscow the collections of the Tretiakovs' Gallery have been augmented to about twice their volume, Moreover, branch institutions have been attached to it, namely the Zvetkov gallery, the collections of I. S. Ostraukov and of the Museum of arti-

stic Culture (Museum of Modern Russian Art). The Museum of Fine Arts, which has grown out of the cabinet of Fine Arts of the Moscow University, has become a considerable historico-cultural and art Museum, mostly of western art from the collection of the former picture gallery of the Rumiantzev Museum; the departments dedicated to ancient oriental and Greek art have also been vastly enriched. The highly interesting collections of modern, mostly French art, formerly belonging to I. A. Morozov and S. I. Schukin, have been turned into independent museums.

Most valuable enrichments have been allotted to the Orojenaya Palata (Armorial Hall) — the most ancient museum of decorative art in the Republic. From a court museum, similar to the so-called Silberkammern of the West, it has become a Museum of decorative art of quite exceptional value, having been enriched by the collections of the former Patriarchs' sacristy, of the sacristy of the Solovetzky monastery, by the most interesting specimens of palace treasures etc.

The collection of the State historical Museum has also been considerably augmented. Its archaeological department has received the entire collection of the department of antiquities of the former Rumiantsev museum, the former collection of Count Oubarov etc. Numerous parts of collections and museum objects have enriched the departments of Numismatics (collection of Zoubov and others) of old ecclesiastical art (collection of Egoroff and others), of applied art, manuscripts and old Russian books (the collections of the former Patriarchs' sacristy of the synod printing office, of the museum of 1812 etc.).

The former Ethnographical department of the Rumiantsev Museum, having doubled its collections, has now been reorganised into an independent Central Museum of Ethnology.

The fundamental tendency of this museum, in counterpart to the Russian museum in Leningrad, is to develop within its precincts an Ethnographical out-door museum (Ethno-Park) by means of the transfer of genuine old peasants' buildings into a park attached to the museum.

Eight of the most typical country residences near Moscow have also been preserved as museums. The most interesting of these are: Kooskove and Ostantkino impregnated with

specimens of the serfs' art of the end of the XVIII and the beginning of the XIX century. On a line with the country-residence museums are organised historical museums of monastic life and customs (the Troitsa-Serguievsky monastery in the Moscow government, the Novodevitchiy Cloister in Moscow etc.). The aim of these is to display in vivid juxtaposition specimens of old-Russian ecclesiastical art (icons, materials, metal objects etc.) with old-Russian architecture, as well as to preserve the original aspect of the life and surroundings in monasteries, which were in olden times both centres of education and fortresses as well as semi-state economic units.

One cannot but draw attention to the fact that all these museums are eagerly visited and studied by the working classes. Sufficient to say that in 1923, 166.000 visitors passed through the Hermitage, 60.000 of them in excursions. The Tretiakoffs' Gallery is visited annually by about 170.000 people, the Museum of the Revolution by about 82.000. The most noteworthy point is, that these excursions are conducted by a special cadre of trained excursion-leaders and have by no means a casual character.

It must be noted, that in the sphere of theatrical art, despite the deserved rebukes concerning the slow progress of the principal old theatres, preserved by the Soviet government (among others the former Imperial theatres) to meet the demands, set forward by the Revolution the majority may boast of achievements in the renewal of the repertoire and the adoption of new methods of stage production and representation. It is sufficient to compare the Big Theatre in Moscow with the Paris Grand opera, in order to understand why these theatres draw the attention of foreigners, and why the Soviet-theatre department at the Paris exhibition of 1925 was visited and studied by numerous journalists and art students. But not only were the old theatres successfully kept intact. The revolutionary epoch was marked by many bold experiments in creating a revolutionary theatre. The characteristic peculiarities of the revolutionary theatre are a precise adaptation to revolutionary repertoire of the most advanced artistic expression and of up to date interest, the encouragement of histrionic youth, of the stage management and artists of the „left“ tendency, partisans of agitative

art and of the adaption of all forms of inventive spectacular methods. To this variety belong the theatre of Vsevolod Meyerhold, the theatre of the Revolution, of Proletarian Culture (Proletkult) and several others.

One of the original phenomena of our theatrical life is not only the qualitative, but also the numerical growth of theatres. The springing to life of itinerant theatres, of tens of thousands of factory and village theatres, of self developed dramatic circles — is a phenomenon of our theatrical art, which has nothing to match it in the West.

The deep attention given by the workers' and peasants' government to all problems of art has found expression in the establishment of a series of research-institutions on the science of art. In addition to the old Institution for the History of Art, founded long before the revolution, the State institution of artistic culture, dedicated to the study of the technics of painting and of pictorial perception is active in Leningrad, also the State decorative art school, and in Moscow the Academy of artistic sciences and the State Institution of musical arts. The higher art-science institutions, working over problems of the sociology of art and applying laboratory methods to the study of artistic receptivity, are the State Institution for the History of Art in Leningrad, and the State Academy of artistic sciences in Moscow.

The Institute for the History of Art has during the last years performed brilliant work in the study of the theatre and theoretical poetics, and has prepared a cadre of art-scientists.

The Academy of Artistic Sciences has evolved into a central scientific establishment, whose main problem is the construction of a system of sciences on art, founded on the sociological method. The Academy forms the centre of a number of associations of active art, influences the artistic life of the Soviet Union, works on the problems of artistic policy and resolves various special practical problems set before it by the Commissariat of Education, among which mention must be made of the part taken by the Soviet Union in the International Exhibition of Fine Arts in Venice in 1924 and in the International Exhibition of Decorative Arts in Paris in 1925—an achievement which gave rise to a great interest in Russian art and created in the West a considerable bulk of literature on our behalf.

In the sphere of higher art-education an important reform has been made, tending to nearer proximity between decorative and industrial art, as well as to the transition from the infatuation with the individual freedom of separate studios to a scientifically constructed general program. Every artist has to study the rudiments of all the decorative arts, before he begins to work at a speciality. One cannot, certainly, overvalue the results of those audacious researches of an objective method of teaching, which are markedly free from routine in the Moscow Higher Workshops of Art. The reforms do not always move smoothly, a number of obstacles check their progress, such as the lack of experience, of a sound scientific basis, of handbooks etc. Only the first steps have been made, but on the whole, the results seem to justify the conception.

The life of our music schools proceeds normally, and the high musical education may be considered quite secure. The position of theatrical education is less favorable. The attempt to create a higher theatrical institute was not a success, and this year it has been decided to transform the State Institute of theatrical Art into a technicum, i. e. a higher secondary school. To the new problems of higher artistic education, suggested by revolutionary mentality belongs the attempt to create a high literary institute, the founder of which, the late Valery Jakovlevitch Brussov, proceeded from the idea, that the preparation of actors must be based on the same principles, as the preparation of composers and painters.

The adepts of decorative art naturally divided into several groups and the artists continued to work despite difficult circumstances: the private purchaser of paintings and sculpture had almost completely disappeared, and the museums were not in possession of the necessary funds for the acquisition of new pictures. A certain source of sustenance were the state commissions for monuments dedicated to the leaders of the revolution for paintings illustrating the historical moments of the revolutionary struggle, the orders of the museum of the Revolution, workers' clubs, from time to time a state subsidy and the like. In order to alleviate the position of the artists a decree was issued, on the instigation of the Commissariat of Education, placing them on a par with salaried workers. However, hard

circumstances, as has already been said, did not check the development of creative artistic work. A series of exhibitions „Jar-Zvet“ (A fairy tale blossom), „Mir Iskusstva“ (The World of Art), „Moskovskie Jivopistsi“ (The Moscow Painters), „Vystavka tchetyrekh Iskusstv“ (Exhibition of the four Arts) and others, bear evidence of newly born talent and of vast achievements in form, noted by the foreign press in connection with our exhibits in Venice in 1924. Among the new artistic groupings it is important to mention the Association of the Artists of Revolutionary Russia (A. H. R. R.), whose problem is to reflect in art the life of the new Russia and which has organised several exhibitions.

In the sphere of musical culture we have been witnesses of an unusual display of concert activity, which has involved many prominent foreign artists. Three organisations direct the musical life of R. S. F. S. R. — the Moscow Philharmonica, the State Philharmonia in Leningrad and the Association for contemporary music, attached to the Academy of artistic sciences. The musical creative genius is growing and gaining strength. In the sphere of chamber and symphonic music we have noteworthy compositions of S. Feinberg, A. Alexandroff, N. Roslavetz and N. Miaskovsky.

But the greatest successes belong to our literature. Side by side with the old organisations (The All-Russian Union of Writers and the All-Russian Union of Poets) new ones have sprung up during and since the October epoch: the Association of Proletarian Writers, the Association of Peasant Writers, Leff (Left Front), „Krug“ (the Circle) and others.

Never has literature been the object of such eager discussions, as during these years. Moreover here also, as was the case with the other arts, the characteristic feature was the initiation of the wide spread circles of workmen and of the new „intelligentsia“ to the problems of art. Discussions, on questions of literature and the theatre, usually take place in overcrowded auditoriums. Each one of the groupings has brought forward a number of writers, many of whom have not only won an all-Russian fame, but are being translated abroad.

Among these groupings particular attention is due to our literary proletarian youth, gathered round the editorship of the

periodical „Molodaya Gvardia“ (the Young Guards) and the group „Oktiabr“ (October). In its content, as well as in its form, this literature shows a marked difference from the preceding pre revolutionary literary tendencies. It does not follow the habitual lines of the intelligentzia reflexiveness and of the despondency of subtle intimate sensations. It is the bright reflection of the new Russia, it is imbued with the spirit of activism and with constructive energy.

On the whole the art of the October epoch, which had somewhat declined during the first years of the Revolution, has now, in all its branches, by the strenuousness of its searchings, by its formal and ideal efficiency gone ahead of the pre-revolutionary period. And it can be safely foretold, that with the recuperation of our economics, with the improvement of the material circumstances of the workers in art, who have displayed a self-denying activity in the preservation of our artistic treasures during the strenuous years of blockade and civil war — that together with that recovery we may justly expect a brilliant and vigourous display of our creative artistic forces.

### **VIII. The Material basis of Public Education.**

The principal resources for facing the expenses [of educational institutions] are the annually increasing grants from the State and local budgets.

Although the budget estimates of the Republic for 1924/25 have only reached 50% of the State budget of Imperial Russia, the grants for public education amount to 68% of the pre-war grants.

The grants for public education assigned by the State budget estimates for the scholastic year 1923/24 amounted to 52.365.310 roubles; in 1924/25 the grant was augmented to 71.246.041 roubles; in 1925/26 — to 90.390.525 r. The distribution of the funds granted to the Commissariat of Education by the State budget estimates for 1923/24 appears as follows: administration 2,9%, social education — 19,5%, vocational education — 48%, political educational work — 16,7%, scientific, and science and art, and museum Institutions — 12,9%.

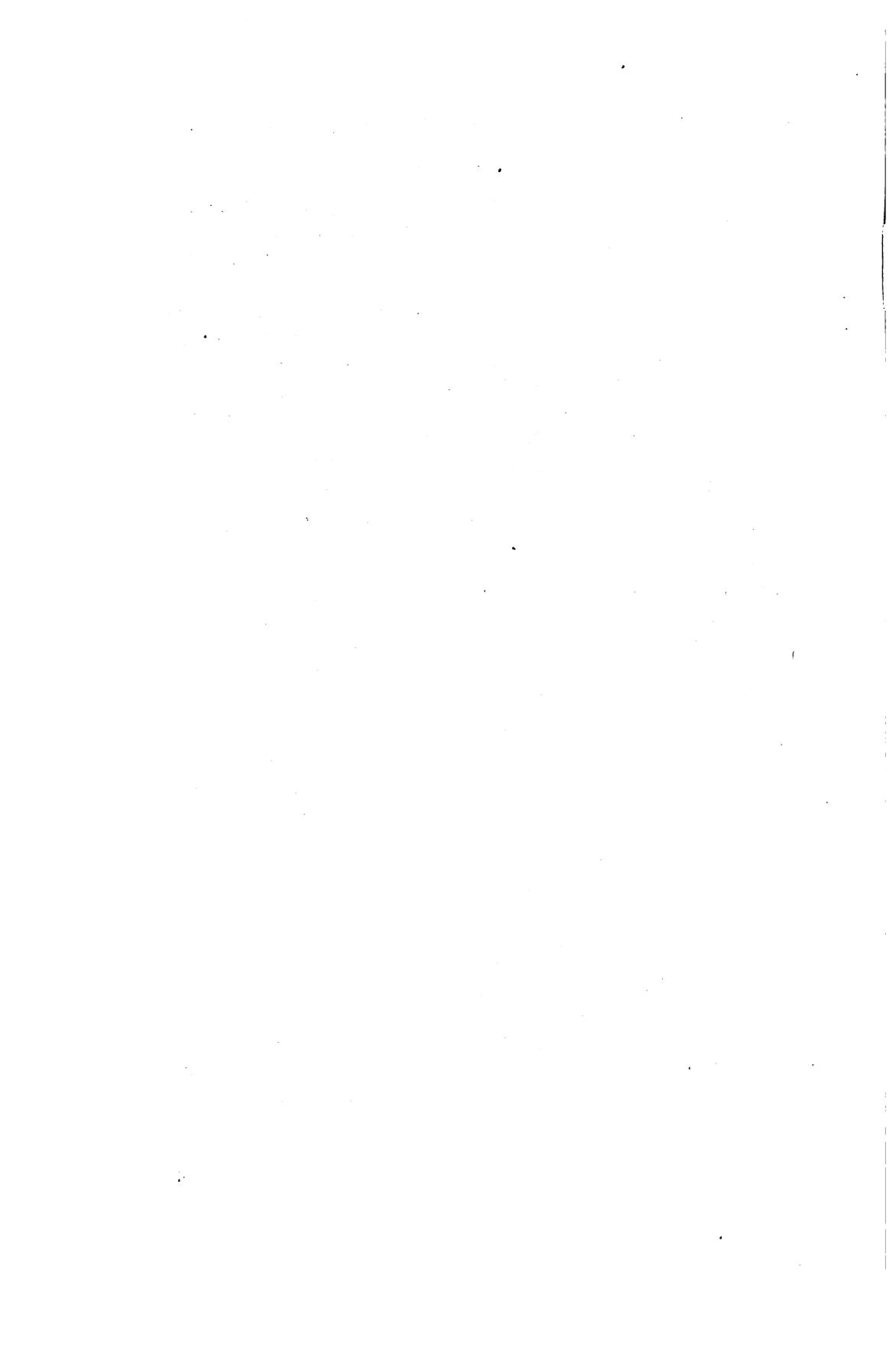
The grants from the local budgets for public education for the year 1923/24 amounted to the sum of 114.245.700 roubles,

in 1924/25 the prospective estimates were ratified for a total of 177.341.500 roubles. In the budget estimates of the local Executive Committees the expenditure on public education absorbs an average of 25%. The main part of the grants is spent on institutions of social education (70%) the expenditure on institutions of political education from 7% to 14%.

Apart from the grants of the State and local budgets some of the expenses — a small part of them it is true — of educational institutions are met by special private funds pertaining to each one of them. These special funds are the result of returns from industrial activity, from publications, donations of various organisations and educational fees. Fees for tuition have been introduced only since 1922/23 on account of the difficult economic circumstances of the Republic. Payment for tuition concerns only city schools. leaving education in rural schools, free of charge. Besides that, free tuition is still awarded to the children of the unemployed, of cripples, of those on the lists of the Red Army, of parents employed in educational work, as well as to orphans. The members of trades Unions are not charged for the education of their children over 5% of their income the number of school-going children not being considered. For the children of the bourgeoisie several grades of fees are established, with reference to the income of the parents. The number of places free of charge in every school must not be less than 25%.

According to Soviet-legislation all educational establishments and the workshops attached to them are placed in favorable conditions as to the payment of taxes and are often completely exempted from them. A certain class of scientific and educational institutions enjoy the right of free postage. Students and excursionists obtain railway tickets at considerably reduced prices.

The minimum salary for country school teachers, fixed by decree, varies in different governments in accordance with the cost of living from 38 to 27 roubles a month for teachers in first-grade and from 54—37 in second-grade schools. One of the most important actual problems of the Soviet government is to raise the salaries of teachers. Educational workers, who have been employed over 25 years are pensioned.



## **Periodicals published by the People's Commissariat of Education of R. S. F. S. R.**

1. „Narodnoye Prosveschenie“ (Public education) Weekly official organ of the Comm. of Education of the R. S. F. S. R. devoted to the policy and organisation of public education.

2. „Ejenedelnik Narodnogo Commissariata Prosveschenia R. S. F. S. R.“ (Weekly). Collection of Official orders and communications concerning public education.

3. „Na Putiakh k Novoy Shkole“ (On the foot-path to the new school). A monthly publication of the scientific-pedagogical section of the Council of Education.

4. „Jizn Rabotchey Shkoly“ (The life of the Labour School). A social pedagogical magazine devoted to the problems of work in the schools for non-adult workers. Appears once every two months.

5. „Kommunisticheskoe Prosveschenie“ (Communist Education). The organ of the Principal Political Educational Committee of the Republic. Once every 2 months.

6. „The Club“. A monthly publication of the club-section of the Commissariat of Education.

7. „Krasny Bibliotekar“ (The red Librarian). The „Monthly“ of the library department of the Commissariat of Education, devoted to questions of library theory and practice.

8. „Vestnik Knigi“ (The Messenger of the Book). Monthly magazine published by the Bibliographical Section of the Commissariat of Education.

9. „Isba - Tchitalnia“ (Cottage Reading - Room). A monthly paper being a hand-book for political educational work in rural localities.

10. „Pomosh Samubrazovaniu“ (Assistance in self-Education). A magazine for workmen and the peasantry, edited by the department of Assistance in Self-Education of the Commissariat of Education.

11. Proletarskoye Iskusstvo“ (Proletarian Art). A monthly organ of the department of fine arts of the Commissariat of Education.

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<sup>1)</sup> Subscriptions for these periodicals can be made through the Section of Periodical Literature of the State Publishing Department (Moscow, Vozdvijenska 10/2).

