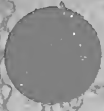


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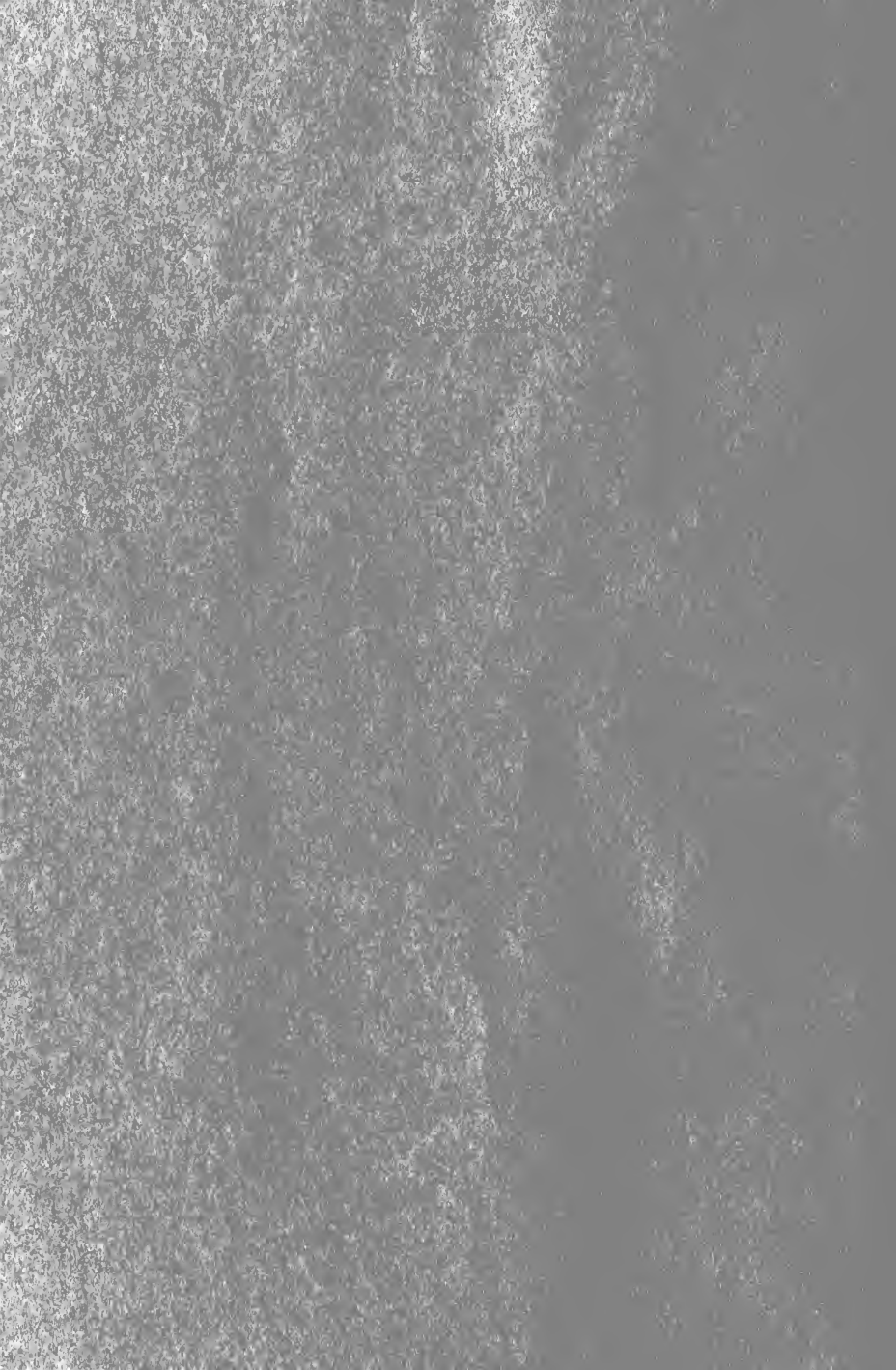
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EDUCATION AND ART
IN
SOVIET RUSSIA

In the Light of
OFFICIAL DECREES AND DOCUMENTS
with a Foreword by **MAX EASTMAN**

Price, 15 Cents

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FOREWORD

When we read in the newspapers that people are being executed in hundreds by the Soviet government in Russia, that thousands are being assaulted and shot dead in the streets, or shooting themselves through fear and desperation, and when we read that the industrial disorganization is so great that the whole population is starving and people are dying at the rate of several hundred a day in Moscow and Petrograd, we feel that the condition in that land is desperate indeed. And yet that is merely a feeling, it is not a fact.

People are dying at the rate of two or three hundred a day on Manhattan Island alone. Many of them are dying from starvation. The president of the American Public Health Association is quoted as saying that 3,000,000 American children go hungry to school every morning. We commit 20 or 30 murders a day in the United States. We rob, rape and assault in proportion. We hang or electrocute a man or a woman every third day. Once in every four days we lynch, burn at the stake, or torture to death a defenseless human being without any pretense at legal procedure. The conditions of life in the United States are so appalling that our starved, desperate and degenerated citizens are committing suicide at the rate of one every half hour!

If a foreign correspondent should deliberately set out to tell all the bad things that can be told about the United States, *and none of the good*, he could, without any actual lying, make this country look like the bottom of the inferno. And that is exactly what the foreign correspondents in Russia have done—and besides doing that they have indulged in a stupendous and organized campaign of criminal lying. And if any correspondent has been impelled to do otherwise, his dispatches have been suppressed in transit or upon their arrival in this country. One such correspondent, a representative of the Associated Press, told me that 58 per cent of the dispatches he sent out from Moscow were suppressed by the British Government before they ever arrived on our shores. The rest of them were mangled or

distorted by our own censors and headline writers until it was assured that not one golden grain of *favorable truth* about the Soviet Republic ever fell under the eyes of the American public.

Of course, in Russia it is especially easy to find the bad things to tell—the things that will convey an impression of complete barbarity and misery and the dissolution of civilization. Russia was a relatively illiterate country in the first place; it was stripped bare by the war, and bereaved of millions of its strongest young men; it has just passed through the most profound revolution in history, and the revolution has been complicated by the chaotic self-demobilization of an army of ten or twelve million men, and by the necessity of withstanding a counter-revolutionary foreign invasion. Obviously under such circumstances all those gruesome statistics of our human existence that we usually ignore, would show a morbid increase in Russia. There is nothing, however, in any press dispatch having a reasonable degree of credibility, to make a person who is familiar with such statistics feel unduly excited, or in the least degree inclined to despair of the success of the great social experiment that is being conducted by the Soviet government. It is only necessary that some avenues of publicity shall be established, which are not in the control of the counter-revolutionary interests, and which will, therefore, let us read the good things, *as well as the bad*, which can be said about conditions under that government.

In this little book are contained, I think, the most important of all the good things. And I write this foreword in order to urge every American who cares about truth and even-handed justice to assist in giving it a share of publicity equal to that which has been given to the so-called “crimes of the Soviet Government.” We learn in this book that after all the futile yearnings of the idealists through the ages, a powerful government has at last set out with resolute purpose, unclouded with any contrary economic motive, to make a complete and high education accessible to all of its one hundred and fifty millions of people without bias or exception. To those who know anything about the world, and the sad history of the great hopes of the world, that is almost the most important fact in the record of these times. No political or military event could possibly be more important than that. And yet that fact has never received the space of a single paragraph in the news columns of any of

our great daily papers.* It is to the general American public absolutely unknown. Let it be your task—you who happen upon this volume—to make it known.

One cannot read these idealistic experimental decrees of the Soviet Bureau of Education, and the firm clear-minded report of the humanitarian scholar, Lunacharsky, without travelling back in his thoughts to Plato's Republic—the great book of the political hopes of mankind. For in that book these hopes rested altogether upon the faith of its author in the power of education. He believed a republic to be possible in which men should be happy in a common ownership of capital, and in which there should be an "aristocracy," not of wealth, but of real merit and ability. But he knew that such a republic would never be realized in human history until someone who desired it *came into the possession of absolute power and immediately devoted himself to the problem of education.* He thought of this "someone" as the son of a king. He thought that the world must wait until by some grand lucky chance a "philosopher"—that is, a man of the highest impersonal wisdom and motivation—should be born to the throne. And he was so sure that even this almighty imaginary savior could do nothing except by revolutionizing the educational system, that he declared, with humorous exaggeration, that the first act of his government would be to "send out into the country all the inhabitants of the city who are more than ten years old, and take possession of their children, who will be unaffected by the habits of their parents."

The aspiring heart of the world has never for a single moment forgotten Plato's hope. It has steadily refused to believe that the ideal republic is merely an abstract dream. In its dark sorrow

* We were learning some time ago to discredit the picture of events that is presented in our daily papers. We supplemented that with the reading of news-articles in some of the popular magazines, whose editors assumed a more serious responsibility for statements of fact. The degree to which these editors also have thrown all truth and honorable responsibility to the winds in the matter of Russia is suggested in this statement signed by the editors of McClure's (January, 1919): "Throughout Russia tens of thousands are being officially executed merely because they are educated."

Compare that statement with the facts reported in this volume, and estimate the editors of McClure's accordingly. It would not have taken them two hours to possess these facts at the time they made that statement.

and continual misery of broken efforts and aspirations, it has waited for the king's son to come. And now, after twenty-two hundred years, the king's son has come. But he has come in overalls and old clothes of the farm, and the heart of the world is slow indeed to recognize him and acknowledge his triumphant power. Just as the rabbis of Jerusalem were unable to recognize their Messiah in the carpenter of Nazareth who rode into their city on an ass, so the high priests of democracy and of "social science" cannot give their allegiance to the real savior of mankind, the revolutionary proletariat. They cannot divorce their idea of what is wise and fine from what is well-clothed and respectable. They are still bound by the habits of the old kind of aristocracy, and so they are powerless even to extend a hand of welcome to the new.

And yet, how obvious it seems to have been all along! A society in which one class of the people lives and finds leisure for "ideals," only because it exploits another class and deprives them of life, cannot possibly realize those of its ideals which are humane and just. To create a beautiful political thing out of the materials of human nature in such conditions, is utterly impossible. The most benevolent of reformers cannot even begin to do it, for they are destroyed and their effort is destroyed by the blind instinct of self-preservation in that upper class which holds the power of wealth. Even the philosopher-king, as Plato himself realized, would succeed only in becoming a martyr to this power that is behind all thrones. "And yet in the whole course of the ages," he said sadly, "perhaps a single one may be saved."

It was altogether impossible that a tyrant-philosopher should communize the world—and equally impossible that the tyrant class should be persuaded to relinquish its privilege little by little in behalf of a more ideal society—an impossible dream. Nature's force of self-interest is too strong. But it was not impossible that the members of the exploited class themselves, instead of trying each one individually to climb out into the tyrant class, should band themselves together to conquer the tyrant, abolish the system of exploitation altogether, and begin the building of an ideal republic. That was possible, because the self-interest of these classes when banded together happens to be in general accord with that impersonal wisdom which Plato attributed to the philosopher, and they happen through the evolu-

tion of industry to have acquired a power greater than could ever have fallen to the son of a king. And so in our century, in the old empire of Russia, that miracle for which Plato so wistfully waited has come. *Someone who desires a common ownership of capital, and an aristocracy not of wealth but of real merit and ability, has come into the possession of absolute power.* And what we learn in the leaves of this book is the joyful news that this great savior of the world has proceeded at once, and with all the power, energy, brains and wealth at his disposal, to make permanent the growth of the seeds of the republic, by revolutionizing the system of education.

It is a great deal to say that the self-interest of the lower classes when banded together accords with an impersonal interest in the welfare of man. The assertion rests, of course, upon profounder considerations than can be advanced here. But whatever exceptions must be made to it, they do not appear in the material which is presented in this volume. These documents reveal not only a determination to make the schools of the New Russia "revolutionary," but also, and still more clearly, a determination to make them wise. It seems as though the very genius of Plato—who is the spiritual father of the "modern movement" in education—presides over this bureau of the people's enlightenment. I believe the most advanced philosophers of that modern movement—which is in our country for the most part merely a speculation—will find themselves at home in these reports of what is beginning to be done in Russia. To me, at least, much as I have believed in the possibility of ideal developments once the capitalistic obstacle was removed, the degree in which such a development appears already in these fragments of the most vital news from Moscow, is astonishing. I want to add to them a paragraph which appeared in the very first decree of the Commissar of Education, issued in the days immediately following the Bolshevik revolution. I quote it from the Appendix of John Reed's book, "Ten Days that Shook the World":

"One must emphasize the difference between instruction and education. Instruction is the transmission of ready knowledge by the teacher to his pupil. Education is a creative process. The personality of the individual is being 'educated' throughout life, is being formed, grows richer in content, stronger and more perfect.

"The toiling masses of the people—the workmen, the peas-

ants, the soldiers—are thirsting for elementary and advanced instruction. But they are also thirsting for education. Not the government, nor the intellectuals, nor any other power outside of themselves, can give it to them. The school, the book, the theatre, the museum, etc., may here be only aids. They have their own ideas formed by their social position, so different from the position of those ruling classes and intellectuals who have hitherto created culture. They have their own ideas, their own emotions, their own ways of approaching the problems of personality and society. The city laborer, according to his own fashion, the rural toiler according to his, will each build his clear world-concept permeated with the class-idea of the workers. There is no more superb or beautiful phenomenon than the one of which our nearest descendants will be both witnesses and participants: the building by collective Labor of its own general, rich and free soul."

There is here no intimation of any narrow or temporary purpose—even the purpose to perpetuate the insurrection, which might at that time have dominated every mind. It is only the broadest and fullest expression of the impulse of mankind in social communion to grow. We do not yet know how strong or general that impulse is, nor how much the inexorable facts of nature may impede it, but we see it at last set free from the one age-long, dark, compressive force of economic tyranny, and we are justified in feeling an emotion of joyful and creative hope.

"The problems that face us are great, responsible and pressing," says the appeal of the Proletarian Cultural Organization, "but we believe that the forces which will come to our assistance are also great." To that message of courageous faith it is the duty of every understanding idealist in every land to respond.

MAX EASTMAN.

Education and Art in Soviet Russia

Being a Set of Important Decrees and Documents Published
in Russia, with a Few Explanatory Remarks for
American Readers

With a Foreword by Max Eastman

I. The Organization of the Educational System

After the installation of proletarian dictatorship in Russia, following the proletarian revolution of November 7, 1917, (October 25, old style), all branches of the government were of course reorganized on the basis of the new source from which the government derived its power. The application of this process of transformation to the Department of Education is announced in the following Document (No. 1), issued by the newly appointed People's Commissaire of Education, A. V. Lunacharsky, one of the most distinguished publicists and scholars of Russia:

DOCUMENT No. 1

Circular of the People's Commissaire of Education to All Regional Commissioners of Education

On the 25th of October, 1917, the entire state power was taken over by the Government of Workers and Peasants. The latter has given over all the Ministries to the People's Commissaires. The Ministries are re-named People's Commissariats.

The following Departments of the People's Commissariats of Education have been organized:

1. Universal compulsory education.
2. Autonomy of colleges and universities.
3. Ministerial schools, (until they are transferred to municipalities).
4. Municipal public schools.
5. Kindergarten education and children's aid.
6. Home education and people's universities.
7. Aid to independent school organizations.

8. Scientific Department.
9. Art Departments.
10. Experimental pedagogy and school medicine and hygiene.
11. Financial Department.
12. Technical schools and polytechnical education.
13. Preparation of a teaching staff.
14. Construction of new schools.
15. Department of Literature and Publishing.
16. Statistical Department.
17. Organization Department.

In view of the above, you are instructed to proceed with the work with which you are charged in regard to public education. When doubts and difficulties arise in the performance of your duties, you will apply for instructions and explanations to the People's Commissariat of Education.

It is hereby decreed that all those who wilfully, and without notice, cease to perform their duties, or in any way try to disorganize the work of education, will be dismissed immediately.

People's Commissaire of Education: A. V. Lunacharsky.
Secretary: Dm. Letshenko.

Published in the organ of the Provisional Workers' and Peasants' Government, No. 21, December 24th, 1917.

(Note: Each decree of the Soviet of Workers and Peasants becomes effective and must be enforced upon its publication in the official organ of the government.)

As the above circular is dated Dec. 24, 1917, it is apparent that within two months after their accession to power, the Soviet had already outlined an extensive educational program. The next Document (No. 2) is a detailed statement of the various functions of the educational departments of the geographical units of the Soviet Republic, in the form of a decree, and of their mutual responsibilities.

DOCUMENT No. 2

Decree of the Workers' and Peasants' Government

Provision for the Organization of Popular Education in the Russian Socialist Soviet Republic.

1. General direction of work connected with popular education in the Russian Federated Socialist Soviet Republic is entrusted to a State Commission of Education, whose chairman is the People's Commissaire of Education.

2. The membership of the State Commission is as follows:

(a) **By Appointment**—Members of the Commissariat's Collegium; all department heads of the Commissariat; the chief clerk of the Commissariat and the secretary of the State Commission.

(b) **Elected**—Three representatives of the Central Executive Committee; three representatives of professional teachers' organizations accepting the platform of the Soviet Government; two representatives of the Central Bureau of Trade Unions, one representative of the Central Bureau of Labor Cooperatives and one representative of the Central Culture Organization.

(c) **In the Capacity of Representatives of Departments**—One member of the Commissariat of Education in charge of the Bureau of Nationalities and one member of the Supreme Soviet of National Economy.

Note 1. The right is reserved for the delegates of the People's Commissariat in charge of nationalities to invite to the session of the State Commission, in advisory capacity, a representative of the nationality whose cultural institutions are under discussion at the particular session.

Note 2. In the course of the formation of new regional divisions, their representatives, one from each region, become members of the State Commission, with the right to vote.

Note 3. The State Commission has also the right to augment its membership with representatives of other organizations—cultural, professional, student, etc.—in case these organizations have a clearly defined all-Russian character and accept the platform of the Soviet Government.

3. The management of the People's Commissariat of Education is placed in the hands of a Collegium including: The People's Commissaire, his assistant, and five members.

4. The People's Commissaire is elected by the Central Executive Committee of the Soviet of Workers', Peasants', Red Guard Army and Cossacks' Deputies; the assistant of the People's Commissaire and the member of the Collegium are elected by the Soviet of People's Commissaires at the recommendation of the People's Commissaire of Education.

5. The Collegium appoints directors to various Departments of the Commissariat, a chief clerk of the Commissariat and a secretary of the State Commission of Education.

6. In addition to matters enumerated in other articles of this act the following duties are also within the jurisdiction of the State Commission: The formulation of a general plan of People's Education in the Russian Socialist Federal Soviet Republic, and the establishment of fundamental principles governing the people's education, as well as those of school reconstruction; the coordination of cultural activities in the localities; the drafting of a budget and the distribution of funds appropriated for common federal cultural needs; as well as other matters of fundamental significance submitted for

consideration to the State Commission by the Commissariat's Collegium.

Note.—Individual members of the State Commission have the right to demand a discussion of matters they consider of prime importance only in case their statement is sustained by not less than one-third of all the members of the Commission.

7. In addition to matters enumerated in other articles of this statement, the People's Commissariat of Education has direct charge of institutions of learning and academic instruction of a state-wide importance, and passes its final judgment on questions and conflicts arising between the various organizations of educational nature.

8. The State Commission calls and convenes, periodically, an All-Russian Congress of Education, to which it submits a report of its activity and to whose consideration it submits for discussion questions of great importance coming within the jurisdiction of the State Commission.

9. An All-Russian Congress of Education comprises: (a) elected representatives of Departments and Soviets of People's Education from each province (*gubernia*) in the following ratio: One representative from each Provincial Department and Soviet; from all County Departments and Soviets of the province—two from Departments and two from the Soviets; from all Volost Soviets and Departments, also two from the Soviets and two from the Departments of each province; (b) full representation of the State Commission; (c) competent persons in advisory capacity.

10. The direction of affairs connected with people's education, such as primary education and self-instruction outside the academic walls, with the exception of higher education, is entrusted to Departments of People's Education, appropriately organized in Executive Committees:—Regional, Provincial, County and Volost.

11. The Soviet of People's Education functions as a controlling and advisory organ attached to each Department of People's Education.

12. All Departments and Soviets of People's Education act within boundaries established by the fundamental laws of the Republic; coordinate their activities in accordance with enactments of the State Commission of Education; and follow instructions in this order: Volost follows instructions of county; county—of provincial; and provincial—of regional departments of People's Education.

13. A Volost Department of People's Education consists of members, not less than three in number, elected by the executive committee of the Volost Soviet of Workmen's Deputies, forming thus a Collegium.

Note.—The right is granted to a Volost Department to augment its membership by inviting representatives of settlements and volosts, in an advisory capacity.

14. A Volost Department of People's Education is entrusted

with carrying into effect the principle of universal literacy within the boundaries of the particular volost; it shall organize social education and spread education through the entire volost population and aid in the development of the initiative of the population in matters of people's education.

15. For the realization of aims enumerated in Article 1, the Department of People's Education: (a) takes all measures for carrying into execution the provisions drafted by the State Commissions of Education, particularly those relating to a general program of education; (b) has charge of schools and cultural and educational institutions, in conformity with corresponding orders of the State Commission and direct instructions of the County Department of People's Education; (c) drafts estimates and submits them for approval to the County Department of People's Education, should a need arise for using county funds; (d) submits to the County Department of People's Education a report on its activity and state of affairs in regard to people's education, these reports being submitted at designated periods, but not less than twice a year; (e) collects and supervises statistics of children of primary and school age and supervises their school attendance; (f) draws and supervises lists of candidates qualifying for the position of a teacher or director of institutions of primary education and, in cooperation with the Soviet of People's Education, organizes elections of teachers by the population; (g) calls and convenes, at appointed times, a Volost Soviet of People's Education; (h) submits to the Soviet of People's Education detailed reports on its activity and acquaints the S. P. E. with legislative and governmental enactments in their field .

16. A Volost Soviet of People's Education is formed of: (a) representatives of all bodies having the right to send delegates to the Soviet of Workers' Deputies, representations being the same as those of the collectives in the S. W. D.; (b) representatives of the teaching staff and those of pupils; (c) competent persons invited in advisory capacity.

Note 1.—The whole number of members of the Soviet of People's Education elected by the teachers and pupils must not exceed one-third of the whole number of members of the S. P. E., with the right to vote.

17. Sessions of the Volost Soviet of People's Education are open.

18. Sessions of the Volost S. P. E. are all held at least once a month.

19. A Volost Soviet of People's Education discusses the reports of the Supreme Department of People's Education, analyzes the Department reports on pressing legislative and other governmental acts and discusses the plan of organization pertaining to people's education within the volost.

21. A County Department of People's Education is formed of members, not fewer than five, elected by the Executive Committee of the County's S. W. D., thus forming Collegiums,

22. A County Department of People's Education has the following subdivisions: primary education, school education and self-education outside academic walls—the charge of which subdivisions may be entrusted to specially invited experts by the Department.

23. In addition to matters enumerated in other articles of this provision, a County Department of People's Education directs the whole business of People's Education in the county; has charge of all educational institutions; corrects and approves estimates of Volost Departments of People's Education, should a need arise for using county funds; organizes the provision and distribution among the Volost Departments of the books and school appliances; issues instructions to Volost Departments of People's Education, calls and convenes at appointed periods County Soviets of People's Education, and submits annual estimates to the Provincial Department of People's Education.

24. The membership, problems and the order of business of a County Soviet of People's Education are to be determined, within the area of its jurisdiction, in accordance with Articles 16, 17, 19 and 20 of this Provision.

Note 1.—A County Soviet of People's Education convenes not less than once in two months.

25. A Provincial Department of People's Education is composed of members, not less than seven, elected by Executive Committees of the Provincial Soviet of Workers' Deputies and thus forming a Collegium.

26. In addition to matters enumerated in other articles of this Provision, a Provincial Department of People's Education establishes institutions of learning, academic instruction and education of general provincial importance; issues instructions to the County and Volost Departments of People's Education; examines and approves annual estimates, submitted by county departments of people's education; submits an annual estimate to the Regional Department of People's Education; calls periodic conferences of representatives of County Departments of People's Education, as well as all-provincial congresses of active social workers for the promotion of people's education; drafts reports on the state of affairs of people's education in the particular province.

27. The duties of Provincial Soviets of People's Education are: to determine provincial needs pertaining to education; to prepare and develop general measures for promotion of education among the population of the province; to develop projects on school reform; to aid the Regional Department of People's Education in carrying into execution provisions established by the state commission of education.

28. A Regional Soviet of People's Education is formed and acts in accordance with Articles 16, 17, 19, 20 and 24 of this Provision.

Note.—Capital cities are regarded as separate provinces and are directly subordinated to Regional Departments.

29. A Regional Department of People's Education is composed of members, not fewer than seven, elected by a Congress of Soviets of Workmen's Deputies of a Region, thus forming a Collegium.

30. A Regional Department of People's Education develops and approves a plan of all-regional measures pertaining to people's education; systematizes all annual estimates submitted by the various Provincial Departments of People's Education; calls periodic Regional Educational Congresses; opens educational courses, exhibitions, excursions, etc., controls the activity of cultural and educational institutions within boundaries prescribed by corresponding legislative enactments; and submits an annual report on the state of affairs in the sphere of people's education to the State Commission of Education:

Chairman of the Soviet of People's Commissaires,
V. Ulianov (Lenin).

Acting People's Commissary of Education, Michael
Pokrovsky.

Chief Clerk of the Soviet of People's Commissaires,
V. Bonch-Bruevich.

Correct: Secretary of the Soviet, N. Gorbunov.

The above document is a clear, sober set of rules, suggesting anything but anarchy in the administration of the educational system, and differing from corresponding laws of other countries only in the remarkable clarity of the legal phraseology.

But while Document No. 2 is a legal paper, giving necessary instructions only, Document No. 3, which follows, is a personal expression, by one of the educational specialists of the Soviet Government, of the philosophy and purposes of the new system. It is characterized throughout by a constructive humanitarian spirit.

DOCUMENT No. 3

SCHOOL REFORM

Commissary Lepeshinsky's Paper, Read at the First All-Russian Congress of Teachers-Internationalists,

June 2, 1918

The Commissariat of People's Education has as yet done very little in the field of reforms in popular education, since this problem could be approached intelligently only after the removal of the Commissariat to Moscow.

It has become customary to accuse the new Government of indifference toward the cultural values of the past, and, particularly, of disrupting the schools. Such an accusation is obviously wrong. In so far as the school stands for wrong principles, breeding privileges and a spirit of utilitarianism, and is a servant of the ruling classes, it has been destroyed. Such a school system was an instrument to befog the consciousness of the masses and crippled the children physically and spiritually. The destruction of the old school system, as an integral part of the whole social structure of the past was brought about not by a group of individuals, but by the elemental force of life itself. History had paved the way for such a destruction, and it had become a pressing necessity of the present revolutionary period.

It is, however, not sufficient to take notice of this spontaneous destruction alone. The revolutionary classes of society, particularly their more advanced upper strata, their leading elements, must introduce into these elemental processes a maximum of intelligence and system. First, a surgical application is needed to remove all useless remnants of the past; yet, creative activity is also needed, although it perhaps will, of necessity, be slow and cautious to begin with. The school has ceased to be an instrument in the hands of the exploiting classes; with the people's victory it has in reality become a people's school. And now the Commissariat of Education is busily engaged in transferring it into the hands of the people's government—the Soviet organs.

The school no longer needs teachers who simply are office holders, teachers appointed from above, teachers detached from the people. Our Commissariat emphasizes this circumstance and suggests the principle of electing teachers by local organs created by the population itself.

The school has ceased to be a source of privileges based on other values than intellect and knowledge. The Commissariat, therefore, is taking prompt action to abolish diplomas and certificates conferring all sorts of privileges on persons graduated from various branches of academic training.

The old school system was not a channel of education but an instrument for obscuring the mind of the people. The revolution has swept away this school system. Governmental

activity has brought new problems before the school. Our Commissariat, as an educational center, is engaged, as a first step, in freeing the school from church influences and encroachments—the separation of the school from the church.

These first steps are only the beginnings of the task. Before us is still a long path of a tremendous and prolonged creative work of organization which shall ultimately give to the people the school they need in this period of reconstructing life on a new basis—in the period of the international struggle of the proletariat for Socialism.

Having this task in mind the Commissariat sounded a call inviting learned and practical individuals, people of extensive pedagogic training, to participate in this task. The Commissariat of People's Education has opened wide the doors to all who would and could help. Something has already been done in this direction. Recently we created at the Commissariat of People's Education an educators' advisory board which in turn was subdivided into a number of sub-committees, these latter conducting a preliminary campaign in favor of school reform and gradually formulating concrete problems, the solution of which should determine the substance of our activity of school-organization.

Our conception of a school is one from which religious services and teachings are absolutely barred. Secondly, a people's general education school must be compulsory and accessible to all, regardless of sex and social distinctions; it must be a school where tuition, books, etc., are free; and, lastly, we conceive of the new school as a labor unit. The school must be homogeneous in the sense that it is of uniform type, with a definite minimum amount of instruction—in the sense of uniformity of aims and problems grouped between two chief centers of gravitation—and in the producing of an harmonious individual with regard to his social development; and, finally, in the sense of establishing an organized connection between the various school grades and unimpeded promotion of students from lower grades to higher.

The principles underlying the development of the school, as a labor unit, can be summarized thus:

1. An early fusion of productive labor with academic

instruction is the mightiest weapon in the task of reconstructing modern society.

2. The technology of the present mode of production demands an all-round development of the individual, who must possess the ability to work and be equipped with polytechnic knowledge for various industrial fields. Therefore, a school of general science must assume the character of a polytechnic (vocational) school, while specialization and professionalism are outside the scope of the general science school and are the problems of the higher schools, or of educational training outside academic walls.

3. Manual labor must form an integral element of school life; all school children must participate in productive labor. The useful results of such labor should be made obvious to the students, having for its object either the direct creation of useful articles of consumption (chiefly for the needs of the particular school), or the performance of productive labor which only ultimately creates material blessings, as for example, caring for cleanliness, hygienic conditions of life in schools, etc.

4. The school becomes a productive commune, i. e., both a producing and consuming body based on the following principles, guiding the social education of children:

a) the principle of school autonomy and collective self-determination in the process of mental and manual labor;

b) the principle of satisfying all the children's needs by the children themselves;

c) the organization of social, mental endeavor (scientific bodies, magazines, collective work, etc.).

5. The school must offer the widest possible opportunities for the full play and development of the creative forces of the child. To accomplish this, the child must be reared amidst surroundings favorable to its mental and physical capacity, the presence of which should favor the greatest possible harmonious development of the child's body and soul. Essential prerequisites hereof are:

a) Self-activity of children in various fields of school-life, their independence and initiative while at work and a spirit of self-reliance in matters of everyday routine;

b) introduction of an educational system stimulating the creative forces of the child;

c) artistic activity, as the chief element in the child's esthetic development, guiding the passive emotional processes of its spiritual life.

6. The methods in the child's bringing-up and in the educational training of children are to change their former character in accordance with the new problems of the school. Attention in the matter of children's education should chiefly aim to bring up a human being, as a social creature, and to produce an understanding of social labor: first, at the present time; then—labor in past human history; and, last, labor's problems in the near future. There ought to exist a direct organic connection between the educational mental work in the school and the element of productive labor. Educational training is to be conducted in full conformity with the latest discoveries in psychology, physiology and pedagogy, and in particular—in the direction from the known to the unknown, from the concrete to the abstract.

It seems to me that the people should receive a graded knowledge, and this can be made possible only when the child will be attached to the school for a considerable length of time. It is urgent to create conditions whereby the majority of children of school age should be forced to pass a long course of instruction. Compulsory schools exist in many countries, why not here in Russia?

We ought not be afraid that there will be a lack of schools, and of teachers: we will gradually introduce an extensive educational course and accelerate the formation of a teaching force.

All persons favorably disposed towards this cause should be recruited; we must also widely propagate our ideas, and, with this object in view, are beginning to publish our information bulletins on school reform work. These bulletins we shall freely circulate throughout Russia. However, what is most needed is not merely world-propaganda, but deeds. With this object the Commissariat of Education is organizing experimental schools. It would be an error to assume that here, in the capitals, there is a tendency to introduce bureaucratic methods in the management of the schools. We wish

to impose nothing on the people, and when we draw up certain plans, it is chiefly because the population itself, in the person of its organs of local social administrative units, requires from us a general outline and suggestions.

* * *

The next Document, No. 4, shows a serious desire on the part of the Soviet Government to provide teachers with ample and more or less uniform compensation. It is only in the light of such authentic documents that prejudiced utterances like those of Dr. Alessandro H. Carasso, in the Sunday Times Magazine Section of March 2, 1919, can be appraised at their true worth.

DOCUMENT No. 4

Regulation of the Soviet of People's Commissaires Concerning Standard Remuneration for Teachers' Labors

The Soviet of People's Commissaires decrees:

1. To establish a monthly remuneration for teachers, taking as a standard length of a working day four school hours a day (24 hours or lessons a week).

2. Pending the establishment of a united school system, to preserve remuneration on the basis of yearly hours in secondary schools and wherever such remuneration has hitherto been in practice. In primary and higher schools, seminaries, etc., where monthly payment has been in force, such payments shall continue to be in force for teachers occupied with four hours of school work a day (24 hours a week).

3. Classification of teachers into "regularly appointed," "unattached," "substitutes," etc., is abolished.

4. All teachers (regardless of the particular subject taught, including instructors of music, singing, domestic arts, manual labor and physical exercises) shall receive a remuneration for their school labor on the basis of common standard pay and have equal pension rights.

5. Up to July 1, 1918, the same basis of remuneration shall be applied to lessons given above the prescribed 24 hours' standard.

Note.—An increase of the number of lessons above the standard for individual teachers shall be made in each single case in accordance with a special regulation of the Department of Public Education attached to the local Soviet of Workers' Deputies.

6. Remuneration of the labor of chairmen of pedagogic councils, up to July 1, 1918, shall be adjusted to a remuneration on the basis of 12 yearly hours; vice-chairmen and members of administrative

and executive committees—six yearly hours; secretaries of pedagogic council and librarians and also clerks and bookkeepers of schools, school superintendents—six yearly hours; assistant school superintendents (ladies' school superintendents not in boarding schools)—18 yearly hours; instructors and ladies' school superintendents of boarding schools—24 yearly hours.

7. An additional remuneration of labor in preparation of laboratory work shall be made to the extent of 20 per cent. of a yearly hour; remuneration of labor in correcting written tests shall be made to the extent of 10 per cent. of a yearly hour; modern and ancient languages—10 per cent.; Russian language and mathematics—15 per cent.

8. All living quarters, occupied by virtue of service, shall be paid for by the occupants, the amounts being fixed by respective departments of the Soviets of Workmen's, Soldiers' and Peasants' Deputies.

9. The duties of a clerk and bookkeeper at non-boarding schools shall be executed by one person.

Note.—Two positions fused into one shall be allowed to be filled by one person only by special permission from a Department of Public Education attached to the local Soviets of Workmen's, Soldiers' and Peasants' Deputies.

10. The technical personnel shall be remunerated in accordance with a decree of the Soviet of People's Commissaires.

11. The following rule applies to teachers serving above the fixed term: every five years a raise of 600 rubles a year shall be paid to teachers having not less than six yearly hours in all schools, this raise being paid not longer than for four consecutive periods.

12. New standards of payments shall be in force beginning March 1, 1918, two categories being adopted for this purpose.

13. To the first category belong:

- (a) all secondary schools, and
- (b) all higher grammar, technical, trades, agricultural schools, teachers' seminaries, normal schools and instructors of school and school-administration work.

14. To the second category belong: lower grammar, trades, lower agricultural schools and instructors for kindergarten training.

Note to Articles 13 and 14.

The difference between the aforesaid remuneration scale and that of the actually received salary shall be paid to persons of the teachers' personnel, described in Articles 13 and 14, beginning March 1, and the rest, beginning June 1.

Note 2 to Articles 13 and 14.

Persons leaving service before publication of said decree shall forfeit their pension rights.

15. Monthly salaries to persons of the first category shall range

from 600 to 400 rubles at Petrograd and Moscow, and for the second category—from 500 to 300.

16. Present remunerations likewise apply to private schools having the same governmental rights.

Chairman of the Soviet of People's Commissaires,
V. Ulianov (Lenin).

Chief Clerk, V. Bonch-Bruевич.

Secretary of the Soviet of People's Commissaires,
N. Gorbunov.

As an example, one of many, to show the operation of the Soviet principle in the educational matters of portions of the country, the following document (Document No. 5) will illustrate the methods of the Presidium of the Moscow Soviet of Workers' Deputies.

DOCUMENT No. 5

Regulation of the Presidium of the Moscow Soviet of Workmen's Deputies, Dated May 15th, 1918

Concerning organization of a Section of People's Education.

Supplementing the regulation of the Presidium of the M. S. W. D. of May 11th, the following rulings have been adopted:

1. The Section of People's Education of the Moscow Soviet of Workmen's Deputies is an organ unifying and directing the activities of all cultural-educational and artistic-educational institutions, excepting those which have a State-wide importance.

Therefore the jurisdiction of the Section extends not merely over institutions directly subsidized by the Soviet, but also over those belonging to private individuals and bodies.

2. The Section is headed by a collegium appointed by the Moscow S. W. D., with a membership of 5 persons and 2 candidates.

3. The Section is divided into 3 sub-sections: (a) school, (b) artistic-educational, and (c) educational institutions.

In turn the sub-sections have the following sub-divisions: (a) school section—pre-school, elementary school; secondary and higher vocational education; courses for adults and youths; sanitary science schools, and auxiliary institutions (museums, objects for school accommodations, moving pictures and courses for instructors, etc.); artistic-educational—theatre, music and plastic arts; (b) educational sub-section—libraries, clubs and people's houses.

The above mentioned list of sub-sections, sections and sub-divisions is not necessarily an exhaustive one: new sub-divisions and

sections may be formed to meet a new demand, depending upon the specialization and development of the undertaking.

4. An advisory board, which includes representatives from all sub-sections and divisions, is established at the Collegium, and all questions involving the jurisdiction of two or more sub-sections or divisions, as well as questions the Collegium may deem it necessary to discuss, are submitted to the board for approval.

5. There is also established at the Collegium an advisory organ—a Soviet of collegiates' representatives in charge of people's education from regional Soviets of Workmen's Deputies; representatives of the Soviet, sub-sections and divisions, and in case of absence of such—representatives of workers from a given branch of activity, directors of sections, representatives of workmen's organizations—Central Labor Co-operative and Central Bureau of trade unions.

6. An advisory organ is established at each sub-section—a Soviet which includes representatives from regional sections (one from each), directors of divisions comprising the sub-section and those selected from the reserve.

7. Similar Soviets are established at various sections comprising representatives from regional Soviets of Workmen's Deputies, representatives of workers from various branches of activities, directors of divisions and sub-divisions and those selected by preference from the reserve; for sections insufficiently developed, in place of Soviets, it is permissible to establish committees elected by the Soviet of the sub-section.

8. All these Soviets work regularly, meeting on appointed dates. Besides, twice or thrice a year a general meeting of all Soviets, sections, sub-sections and branches, is called for discussion of questions of principle relating to organization of educational work among the people in the cities.

9. Direct supervision of current work of sub-divisions and divisions is divided between the members of Collegiums and officials especially invited by the Collegium.

10. Detailed definition of the jurisdiction of each sub-section and sections is determined by rules of institutions, drawn up by the Collegium.

11. Similar branches of people's education are organized in different localities, with corresponding sub-sections and divisions, in accordance with an instruction drawn up by the section in charge of people's education.

12. Direct supervision of cultural-educational institutions is divided between the capitals and the provinces to correspond with the regional or municipal importance of an institution.

13. Further changes in the present organization, as for instance: establishment of new sub-sections and divisions, or changing the jurisdiction of those already existing, can be introduced only after

they have been approved by the presidium of the Moscow Soviet of Workmen's Deputies.

The following list of names of the comrades comprising the section of people's education has been approved by the presidium:

1. M. N. Pokrovsky
2. A. J. Piskunov
3. S. J. Mitzkovitch
4. V. P. Obuch
5. V. M. Fritche

Candidates:

1. P. M. Lebedev-Kepzhentzev
2. Kazarov.

Presidium of the Moscow Soviet of Workers' Deputies.

* * *

Documents No. 6 and 7 show that the efforts of the Soviet Government to train the population are by no means limited to the children of the country, but extend to able-bodied workers, men and women, as well.

DOCUMENT No. 6

An Appeal by the Section of Independent Proletarian Cultural-Educational Organizations in the Commissariat of People's Education

Comrades:—

A section of independent cultural-educational proletarian organizations ("Proletcult") has been established, attached to the Commissariat of People's Education.

The object of this Section is the creation of a mighty All-Russian organization which would unite, support and direct the cultural-educational beginnings of all labor organizations.

Amidst the hard trials and desperate struggles of the past year, the Russian worker has manifested a mighty desire for knowledge and creativeness.

The workmen-peasants' government feels it to be its bounden duty to respond to this desire.

To help the worker in his endeavor to free himself from

the humiliating shackles of ignorance and darkness; to surround with care and comfort his few leisure hours and to bring light and clearness to his understanding of Socialism—this is the immediate problem facing the Section. To clear the road towards culture for the worker and help him to become a master in the field in which he heretofore has been only a casual visitor—this is the ultimate goal.

Our Section begins its activity under most trying circumstances.

Universal illiteracy, unemployment and hunger reign throughout the whole country.

We begin the task with small means at our disposal, with lack of workers qualified for such an undertaking.

The problems that are facing us are great, responsible and pressing.

But we believe that the forces which will come to our assistance are also great.

For the purpose of ascertaining the progress of cultural-educational activity of all labor organizations of Russia we are sending out a questionnaire. It will help us to regulate expediently our material means and discover the needs, requirements and immediate problems of labor organizations. In the near future we shall hold at Moscow a Pan-Russian cultural-educational conference, and we are about to start publishing a magazine devoted especially to questions of proletarian culture. We ask the comrades to send us articles, stories, verses and every sort of literary material for this magazine, as well as for an Almanach which we shall also publish. We are producing a standard catalogue for workmen's libraries, and we will exert all our efforts in order that the bookstore (soon to be opened at the Commissariat of People's Education) should have a sufficient number of required books. Upon first request we shall send these books to labor organizations. Courses on workmen's control and trade-union movement have just been opened in Moscow.

We intend to elaborate and publish all lectures to be held there and circulate them through far-distant provincial towns and cities where the organization of such courses is attended with many difficulties. Trained specialist-workers are needed

for a wide and serious organization of the cultural-educational undertakings. Undoubtedly there are in the provinces comrades who, with love and interest, will set themselves to this task, after having been trained in this direction.

Therefore we are anxious now to open in Moscow courses for instructors.

This is the programme of our immediate activities. With the greatest attention and gratitude we will listen to all suggestions from comrades. Only through the latter's responsive attitude and active support can we hope to grapple with the tremendous problems facing us.

Section of "Proletcult."

DOCUMENT No. 7

Schools for Workmen

(A News Item, from a Russian newspaper)

The cultural-educational section of the Soviet of Railroad Workers' Deputies sent out a statement to railroad organizations regarding the opening of a school of drawing, painting, designing, mathematics and modeling, attached to the section of graphic arts of the Proletcult, and open with free tuition to such as are admitted. Admission to the school is only for workers and their children.

* * *

Much has been said boastfully in our country of our great system of popular education, and, in spite of the many other disadvantages to which our proletarians have been subjected, it may be admitted that a certain rudimentary education has always been rather well conducted in America. But the gates to higher institutions have been closed to all but the wealthy, not only by the general conditions of life, which have not afforded the leisure for higher study to the great masses of the population, but also by high tuition fees, which have made the barrier still more insurmountable. How the Russians now decide the fee question, even for higher institutions, is the subject of Document No. 8.

DOCUMENT No. 8

Regulation Concerning Admission to a Higher School (University) of the Russian Socialist Federative Soviet Republic

1. Every person, regardless of citizenship and sex, reaching the age of 16, can be admitted as a member of the student body to any of the higher institutions of learning without submitting a diploma or testimonial papers attesting graduation from a secondary or other school.

2. It is forbidden to demand from persons seeking entrance any certificates whatsoever, except their identification papers.

3. All school institutions of the Republic, in conformity with the decree on joint instruction, dated May 27, 1918, are thrown open to all, regardless of sex. All persons responsible for violating this decree shall be tried by the Revolutionary Tribunal.

4. Admissions of students (freshmen for the 1918-1919 course) already made on the basis of either school certificates or competitive examinations, are hereby declared void. New entrance conditions in accordance with the requirements of the general provision on the higher schools of the Republic, now in course of preparation, shall be published not later than September 1, 1918.

5. Tuition fees in higher educational institutions of the Russian Socialist Federative Soviet Republic are henceforth abolished. Tuition fees already paid for the first half of the academic year 1918-1919 shall be refunded accordingly.

Chairman of the Soviet of People's Commissaires, V. Ulianov
(Lenin)

Acting People's Commissaire of Education, Pokrovsky,

Chief Clerk of the Soviet of People's Commissaires, V. Bonch-
Bruevich,

Secretary of the Soviet, N. Gorbunov.

The teaching body in Russia now holds frequent conventions and congresses, and expresses itself freely on the conduct of the schools, a condition of affairs that will arouse the envy of their American colleagues. And their deliberations consequently show a depth of appreciation of the problems set before them such as is rarely found among American teachers. Document No. 9 shows how idealistic and yet how profoundly practical are the ambitions of the Russian school teachers. This document is in the form of a resolution passed at a congress of teachers in Moscow, on June 6, 1918.

DOCUMENT No. 9

Declaration of Principles of a Socialist School

At the All-Russian Congress of Teachers-Internationalists, held in Moscow on June 6, 1918, there was discussed and adopted a declaration of principles of a Socialist school, which runs as follows:

1. Socialism—is a maximum imaginable realization for our epoch in the collective life of humanity, of an intelligently directed coordination of labor—mental, physical, organizing and executive.

2. Within this organization of labor, the best possible system of organization of knowledge, as the best means of cultural development, is a uniform secular school, with free tuition, and compulsory for all children and youths, a working school based on the principle of self-reliance and self-activity.

3. The object of such a school is to pass each individual, regardless of his natural endowments, through a complete cycle of knowledge—beginning with general educational work in the primary stages of the school and progressively advancing towards specialization in the higher and final stages.

4. In a society of toilers the task of caring for children is the duty of its members from the moment determined by science. Therefore, the infants are taken in charge of communal nurseries; young children—by the so-called “kindergartens”; children of primary school age—by the school-communes; and youths—by a free university.

5. A school-commune—where instructions are of a greater duration as compared with other schools, aspiring to realize the ideal of synthetic knowledge and harmonious social intercourse within its inner organization—must serve as a laboratory for the preparation of those social forms which are most appropriate for the contemporary cultural epoch.

6. The function of the State—which in the past was omnipotent and pursued the policy of subjugation of society and domination over it through school institutions—now becomes simpler and more dignified: from a despot over science the State becomes its protector, *desirable*—during the first

period of child-caring—and *necessary*, for the higher stages of the educational system.

7. The struggle for existence in primitive days—transformed in our epoch to a struggle of classes, and within some classes to a struggle of individuals, demanding subjugation of one person by another—must be changed into an organized cooperation for making nature follow the commands of man, and for the attainment of new truths. Acquaintance with the most essential of sciences, complete familiarization with the technique of one or several of the sciences contributing towards making a human being most adapted for directing functions—within the sphere of its special endeavors and executive in all the rest.

8. The circumstances attending the modern transition period, financial and organizing difficulties, limit, to a certain extent, the practical application of the principle of equality of education. Hence, a selection is necessary.

9. Whereas the old pseudo-individualistic school of the nobility and bourgeoisie had applied in its systems of education the principle of selection in accordance with economic qualifications, namely, purchasing a maximum of knowledge, only partially elaborating the latter for its class aims, by a selection of the most capable individuals—the new socialistic school unequivocally denies such qualifications.

10. On the contrary, with inflexible consistency, including that of denying to the rich, but incapable individuals accessibility to higher education—the new school applies selection on the principle of intellectual ability.

11. With the object of a rational utilization of special abilities, having constantly in view the most intensive development of the productive forces of the socialist fatherland, the school—uniform in its primary stages—becomes more complex in its structure as it advances and is finally crowned by a number of special faculties.

12. Likewise, the essential principle of the socialistic school—the principle of productive endeavors, which destroys the bourgeois conception of the two would-be contradictory forms of labor—mental and manual, high and contemptible—assumes in the first stages a polytechnic character and grad-

ually changes it to a special scientific instruction, in the higher stages.

13. Whereas the old school was ever national and chauvinistic in character, the new school must be, in form and substance, a true national school—instructions conducted in the mother tongue, a thorough knowledge of the home country's physical and social conditions—but it must also be an international school as regards principles and methods.

14. Striving towards a harmonious synthesis of a broad educational culture with a thoroughgoing vocational training, educating the students in the spirit of the international solidarity of labor, only the socialist school has the right to say that it does not turn a human being out a skilled laborer but creates a *man*.

* * *

Document No. 9 shows how the teacher has been stimulated to take a real interest in the school work, in its curriculum, and in the ultimate welfare of the children, a thing which, under capitalist society, it may be frankly said he never does. But not only is the teacher made into a real teacher by the Soviet methods, but janitors, firemen, and other school employees are to have their tasks dignified and rendered less sordid by actual pleasant and official contact with the student body. The article by A. Okunkoff, which is printed as Document No. 10, is from the pen of a specialist in education, and deals specifically with the question: "How shall the janitor be made a human being, instead of a tyrant over teachers and pupils, as in America?"

From "Narodnoye Prosvieschenye" (People's Education) Issue No. 10.

DOCUMENT No. 10

The Workers' School and the School Servants

By A. Okunkoff

The old school system, which is now departing into the sphere of oblivion, was a reflex of the dominant class relations and, therefore, the economic system of the school and, in particular, of the town school, even in its details, moved largely along the

lines of the economic system of the present-day family institution. The contemporary middle bourgeois family of a city teaches a child, even from earliest infancy, to use paid services, the services of the domestic servants, the number of whom depends on the wealth of the parents. Nurses, maid servants, dishwashers, porters, and all other kinds of domestic servants train the mind of the children, from the very cradle, to the stability and the righteousness of an order of life in which the exploitation of other people's work is considered the necessary and natural addition to the comforts of existence. The children, after leaving such a home environment for the school, find here the same ranks of servants performing almost the same duties as in the family circle. The porters undressing the children and keeping their coats and dresses, men servants and nurses cleaning the rooms, scrubbers looking after the cleanliness of the floors, couriers running on errands, janitors and stokers—all these people, who are working in the school, appear to the children to be the same necessary addition to the comforts of school life as the corresponding persons outside of the school. Hence, the children very naturally acquire the idea of the "common," "base" labor which is the lot of the "lower" classes of humanity, doomed by forces unknown to the child to be the natural and eternal slaves of his will and that of other privileged people. In this manner the school system has nursed in its pupils a contempt for physical work and a scornful relation towards the mass of working people, on whom the bourgeois order has imposed all the hardship of this work. The bourgeois school makes of its pupils privileged idlers, people unable to work, and, very often, even exploiters. Heroic spiritual efforts were necessary later, a gigantic internal struggle, and a sharp revolution of viewpoints and habits of mind, in order to rid oneself from this poisonous inoculation of the school and to overcome the immunity resulting from it. And in fact, only after a kind of psychical "illness," could a man brought up in the school of the past absolve himself from inherited ideas and attain a healthy balance and a healthy, sound view of the life surrounding him.

On the other hand, the school servants themselves, put in such a situation, developed and strengthened in themselves a feeling of injury and bitterness because of their fate and, as a natural consequence thereof, an unfriendly feeling towards the pupils of the school, to these "gentlefolk's children" and favorites of

destiny. It is hardly worth mentioning besides, that, alongside of all this, there was some evidence of demoralization also.

The new Labor school, which the Soviet power is trying to create, must not, of course, permit such education. Its tasks are diametrically opposed to the tasks of a bourgeois school. In respect to physical work the new school sets as its aim the cultivation of a high regard for all lines of productive work, and of a profound esteem for the millions of the working masses. The productive work of men, creating new cultural values and freeing humanity from the former fetters, irrespective of the category of work—this is the fundamental idea which should be laid as a cornerstone for the education of the new labor school. The conclusion, then, follows of itself, that in the labor school-commune the teachers and the pupils should take upon themselves all those labors which the old school imposed upon the shoulders of others and that, out of an ideal inspiration, the physical work necessary for the school life should be equally divided among the participants of the school in accordance with the physical strength of the respective age groups.

Here we approach the question whether there exists a necessity for school servants altogether and, if such a necessity exists, what place in the school system should be set aside for the school servants. The answer to this question is offered by the fundamental principle of the school system: the education of children in school must be in charge of no one else but those who are to be considered as instructors and, therefore, the instruction in the physical work necessary for the economic welfare of the school life must be put in charge of persons who may be called pedagogues. Concrete instances will illustrate better the substance of this thesis. Let us assume that in the youngest group of children who have not yet the adequate habits of physical strength to be entrusted with performing any physical work, for instance making the fires, or preparing meals, we should have to resort to the use of other people's work, let us even say, the work of school pupils of an older age group. In such case there would be still necessary in the school an instructor-stoker or an instructor-cook, who should be fully conscious of his educational duties and who, consequently, would have to attain a certain level of pedagogical development. The heating of furnaces and the preparation of food may then, under his leadership, change not only into a very important, though purely mechanical work,

into a mechanical productive work having a very great educational value, too, but it may become a source for the education and mental development of the children. Yet the leader-pedagogue will necessarily be compelled to have by his side a helper not from the ranks of the pupils. The moral and mental development of this helper must correspond to the indicated tasks of work in school. Another instance. If a nurse is necessary for the care of the children in the younger age group, the role of such nurse should be at the same time an educational one, and such nurse should be fully aware of her responsibility before society and should clearly understand the importance of her duties. The work of a nurse, a floor-scrubber, a stoker, etc., if it should prove impossible to do without their help, should be to some extent an expert work, a work which has a pedagogical foundation. Under such circumstances the word "servants" will assume in the school an entirely different meaning: the school servants will become, in fact, the lower pedagogical personnel corresponding, as regards its value in school, to the value of a surgeon's assistants and nurses at the time of operations.

If we should turn to the present realities of life, we would, indeed, find such conditions nowhere in school. The moral and intellectual level of the school servants very often does not correspond to their task and is, one may state it, directly inverse to the level of the luxuriousness of the school environment. This is not the fault, of course, of the staff of the lower servants. For obvious reasons, the responsibility for this is also in this case directly inverse to the educational level of the school directors and is the result of the former economic order of life.

To what extent the leading circles ignored up to the time of the November revolution, the problem of the school servants, is manifest if only from the circumstance that the school registers did not even take cognizance of the numerical force of the lower servants.

Even if we omit the question of guilt, the problem still remains and it is left to the Soviet school policy to perform this task. And when, with this policy in view, one reviews the ranks of the former school personnel, one can hardly find any personal points of support for a further movement. For that matter, however, a straight and honorable road is clearly indicated, along which not only will the movement not meet any obstacles,

any differences, but not even a single contradiction. This road is the abolishment of the old and the preparation of a new working school army, with the improvement of its working conditions.

And indeed, if we examine into the school methods of hygiene and if we carry into execution the measures recommended by science, we cannot imagine that the work will be successful, if the executors of the first customary rules of health preservation will demonstrate a skeptical indifference toward them and if their existence will be surrounded by anti-hygienic conditions. When a helper, while opening ventilation or removing dust, or a nurse, while attending the children, will only care to execute these operations as an order, as a hard duty, and, while removing the dust, or touching the child will carry from the dark, damp, basement, which so often is used in schools for housing and crowding servant people in them, his or somebody else's germs and his anti-hygienic habits—then such help is directly dangerous for the school. The helper-servant must, to some little extent at least, be acquainted in a general way with the elementary rules of school hygiene. The same may be said of the helpers in any other household line. Thus the school is in need of qualified workers, instructors in school economy. The creation of an army of such instructors is rendered possible all the more, since the remuneration for school work is at present sufficiently high.

How, then, to create such an army? Up to the present time there were conducted everywhere pedagogical and general educational courses for instructors of all school grades. Corresponding courses of school economy must be quickly organized in various localities for the school servants and for the instructors, and these courses must not be of a narrow technical scope but with a number of subjects of a general educational character. We may rest assured that the lower servants themselves, who undoubtedly aspire to education, will heartily respond to the idea of the courses and will lend their support to these tasks. Then we could cherish a hope for the creation of a new school army, where from young to old every one would be imbued with the common idea and where the difference between the old and young, between the "gentle" and the "common" work, would disappear. The union of the teachers-internationalists and its branches must pay special attention to this question and to advancing the problem, in co-operation with the labor union of the servants (along the lines of specialization), most decidedly and quickly. The

working out of the program and the introduction of the courses on school economy—this is the immediate task of groups of idealists who are interested in the problem of education.

* * *

Document No. 11 is an interesting, though rather brief, outline of an experiment with a model school of vocational training for children.

DOCUMENT No. 11

Experimental Vocational School

The first experimental vocational school of the department of school reforms, attached to the People's Commissariat of Education, began to function June 19, 1918. Great difficulties connected with food problems have made it impossible thus far to admit to the school its prescribed full quota of pupils. The school has the character of an experimental institution, established for the purpose of a scientific and practical solution of questions connected with the new pedagogy and, particularly, those regarding the school-workshop. Its activity has been conducted along scientifically experimental lines and for the comparatively short period of the school's existence many valuable results for the realization of school reforms have already been achieved.

The activity of the school has manifested itself within the following spheres: 1) Biological and sociological study of children of school age; 2) Physical instruction and education; 3) Experiments along the line of an extensive organization of a vocational school; 4) Experimental investigation of various methods of educational work; 5) Social education; 6) Esthetic education.

To accomplish the aims stated above the school has been organized as a vocational school-commune, having at its disposal a number of scientific and auxiliary institutions: shops, scientific cabinets, laboratories, and cabinets for medical, anthropological and psychological investigations.

The school has been completely furnished with the necessary economic and school inventories; it has several shops for carpentry, book-binding and classes in draftsmanship. In addition to this, the children receive instruction in embroidering, modeling

and weaving. A biological cabinet has been purchased and a juvenile and teachers' library has been established. Instructions are also given in national history, mathematics in connection with national history and elements of the Russian language.

A more important experiment still than that described in Document 11, is that shown in Document 12, which is an account of the aims of the new Institute for Child Study.

DOCUMENT No. 12

The Institute for Child Study

Beginning September 1, 1918, 3-semester courses have been announced at the Institute for Child Study on preliminary education which have for their object the training of instructors for pre-scholastic education. Parallel to these courses there have also been functioning 3 months' courses for training instructors of Kindergarten, children-homes, playgrounds and children settlements.

The Institute itself—an institution for the first time functioning in Russia, has been established owing to the necessity of a thorough-going study of all questions connected with pre-scholastic bringing up and of creating a staff of trained instructors for the solution of urgent problems of today regarding state, social, universal and free education for children of pre-scholastic age. With these objects in view, as well as for purposes of wide propaganda of ideas of pre-scholastic education and creation of affiliated branches in provinces, the Institute has been divided into the following departments: 1) science, 2) instruction, 3) information, 4) publications.

To the Department of Science have been attached the following auxiliary institutions: 1) medical and psychological laboratory, 2) experimental infant home, 3) experimental Kindergarten. Scientific investigations are recorded in a special magazine on pre-scholastic education, published at the Institute.

The Department of Instruction includes: 1) 3-semester' and 3 months' courses for training instructors and directors of children's institutions of pre-scholastic age, 2) a training school

for directresses of children's homes, 3) experimental Kindergarten, and 4) experimental children's homes.

The Information Department has a museum and a library on all questions of pedagogy, and a lecture bureau.

The Publishing Department publishes a special magazine, publishes and distributes scientific and popular treatises on pre-schoolastic education, and has its own shop where furniture, toys and school appliances are manufactured.

II. School Sanitation and General Hygiene

The hygienic interests of the population are treated in Document No. 13, while the application of hygiene to the school is taken up in Documents Nos. 14 and 15.

DOCUMENT No. 13

Essential Problems Connected with the Organization of Medical Aid Throughout the Russian Socialist Federal Soviet Republic

At the present moment, when the People's Commissariat of Education is approaching the question of education, and is attempting to direct it in a manner necessary for a thorough-going development of the individual, a great demand for physician-pedagogues is being felt. This question is naturally closely interrelated with the organization of medical-sanitary aid in the Republic. At the congress of medical-sanitary boards attached to the various local Soviets of workmen's deputies, held during the summer of 1918, in Moscow, the following resolution was adopted:

"1) The most essential organization task of medical aid in localities under the Soviet Government has been the removal of old inter-departmental limitations and their unification. 2) Therapeutics must be built on a basis of a consistent realization of the following principles: a) general accessibility, b) free treatment. 3) It is necessary to immediately take steps toward raising the quality of medical aid (special hours for treatment, ambulatories, special dispensaries). 4) Only the Soviet Government, firmly pursuing the policy of abolishing social inequality,

can build a firm foundation for an organization capable of fighting successfully social diseases (tuberculosis, venereal diseases, child mortality, etc.) as well as anti-sanitary housing conditions. 5) It is necessary to immediately begin an extensive sanitary-educational propaganda among the population (readings, lectures, exhibitions, etc.). 6) Forms of the population's participation in medical and sanitary activities, and forms of its self-activity must be radically changed: a most extensive participation in those activities by organized labor and poor peasants is required."

For this purpose a People's Commissariat to safeguard health has been established. Around this Commissariat are grouped various medical and sanitary branches at the present time functioning in different localities. The central Commissariat has been in charge of the whole medical business and issues directions to local Commissariats of kindred nature.

A physician, engaged in school work, must raise the whole spirit of the school, which is a laboratory for the forging of the man of the future. The proletariat has lit the torch of education and has for its object—the utilization of all the progressive methods of Western pedagogy, school sanitation and general science subjects.

After the November Revolution a school-sanitary Soviet was established at the People's Commissariat of Education, its object being the protection of the children's health, as an essential prerequisite for a high standard of health for the population in general.

DOCUMENT No. 14

School Sanitation Board

At the Congress of medical-sanitation held at Moscow, June 19, 1918, there was read and discussed at great length the report from the school-sanitation board attached to the Commissariat of Public Instruction. The Section is entrusted with safeguarding the children's health and the application of preventive measures in schools against tuberculosis and neurological diseases.

Hitherto in Russia little time was devoted to physical education of children and their hygienic conditions. At the present time the School Sanitation Board does the work of spreading physical education among children and of removal of conditions

detrimental to students' health. To accomplish this the Board has established an Institute of Physical Education in Russia, experimental institutions (settlements, schools of forestry, school-sanatoriums, ambulatories, etc.) and has been aiding labor organizations interested in the establishment of such institutions.

The following resolution of the School Sanitary Board was adopted:

1. The object of school sanitation within the boundaries of the Russian Soviet Republic is the safeguarding of the health of children of all ages, physical as well as mental, and a proper organization of physical education.

2. For the realization of this problem a central school-sanitation Soviet is established at the Commissariat of Public Instruction, representatives of proletarian organizations and large masses of the population participating in the work.

3. Likewise, similar school-sanitation Soviets are established in localities regulating and directing the local school-sanitation activity.

4. The directing organs in the matters of school sanitation are medical boards, elected by medical sanitary organizations such as the Soviet of Medical Boards or the Commissariat of Health and medical sanitary sections attached to the local Soviets of Workmen's Deputies and approved by the Commissariat of Public Instruction. All these organizations are working in close contact with the Central Commissariat of Health as well as with the Commissariat of Public Instruction and sections attached thereto.

5. A school physician is a permanent and competent member of the pedagogic Soviet and is actively engaged in school work. He is elected by the school-sanitary sub-section of the medical sanitary board and is approved by the Department of Public Instruction attached to the Soviet.

6. To safeguard the health of children and to render direct mental, moral and physical aid to children of imperfect health the school-sanitary sections (medical boards) establish special institutions: sanatoriums, schools of forestry for physically weak and sick children, auxiliary schools for underdeveloped children, auxiliary dispensaries, sanatoriums and agricultural settlements for exceptional forms of mental and physical deformity. School ambulatories are established for study, medical treatment and assigning children to proper institutions.

DOCUMENT No. 15

A Provision

adopted at the joint session of the United School and School-Sanitary Board, July 10th, 1918.

The science of hygiene must permeate our school instruction and

bringing-up of children, beginning with the first hours of their school attendance. Instruction in hygiene received in primary schools is completed in the higher grades through a course of lectures delivered by the school physician. Hygiene, as a bio-social science, should be taught in the last year of secondary schooling. Here hygiene should be superseded by instructions in the physiology and anatomy of man.

Hygiene should be taught by a physician.

Commissary of School-Sanitary Department.

III. Art Education

In each of the capitals there is an Art Collegium to look after the art interests of the population. Document No. 16 gives the names of the members of the Moscow Art Collegium, also the various functions of that body, which show that the Soviets are much concerned with the teaching of art and the preservation of art objects. Documents Nos. 17 and 18, in accordance with the Strindbergian doctrine that "there is so much that only needs to be destroyed," deals with two necessary abolitions of former institutions, before their functions could be handed over to the representatives of the proletariat.

DOCUMENT No. 16

The Art Collegium

The Art Collegium of the city of Moscow has the following membership list of painters, sculptors and architects: Konchalovsky, Konenkov, Mashkov, Tatlin, Ivanov, Morgunov, Mrs. Tolstoi, Udaltzeva, Schusev, Noakovsky, Theltsky, Vesnin and the Commissary of Art—Malinovsky.*

All of them had joined the Collegium's body as representatives of the unions and organizations to which they belong.

The Collegium's objects are:

1. Organization of State art education:
 - (a) establishment of art studios meeting the requirements of the new Russia;
 - (b) propaganda of art among large democratic masses.

* (Translator's note—The names given above are those of distinguished artists and persons who have been interested in artistic promotions, irrespective of political affiliations. So far as is known, Malinovsky is the only one who is a member of the Bolshevik party.)

2. Effect contact with world's artistic centres.
3. Promotion of growth of art:
 - (a) by organizing State competitive examinations;
 - (b) organization of trade unions' mutual aid societies, etc.;
 - (c) organization of decorative artists' committees and scenic art workers.
4. Organizing the preservation of arts of the past and present and protection of the future.

DOCUMENT No. 17

A Decree

The Academy of Art, as a State Institution, is hereby declared dissolved. The Higher Art School is thus dissociated from the Academy of Art, with all corresponding credits and capital, and reorganized into an independent art school.

The Museum of the Academy of Art is placed in the hands of the Commissariat of Education.

All moneys and the entire property of the Academy of Art are declared the property of the Soviet Republic, to be used as a fund designed to meet special needs of art culture.

Chairman of Soviet of People's Commissaries,
V. Ulianov (Lenin).

People's Commissaires:
A. Lunacharsky, Stalin and G. Chicherin.

Chief Clerk of the Soviet of People's Commissaires,
V. Bonch-Bruevitch.

Secretary of the Soviet,
N. P. Gorbunov.

DOCUMENT No. 18

Decree Concerning the Moscow Art Society

The Soviet of People's Commissaires decrees:

1. Owing to the fact that the school of painting, sculpture and architecture under patronage of the Moscow Art Society has been placed within the jurisdiction of the Commissariat of People's Commissaires—the functioning of the Moscow Art Society is forthwith discontinued.

2. All the moneys, movable and real-estate properties of the Society are declared national property and entrusted to the Commissariat of People's Education, and to be used to meet the needs of the school of painting, sculpture and architecture, as well as for the organization and support of the task of art education in the Russian Soviet Republic.

Chairman of the S. P. C., V. Ulianov (Lenin).
People's Commissaire of Education, Lunacharsky.
Chargé d'affaires of the Soviet of People's Commissaires,
Vladimir Bonch-Bruевич.
Sec'y of the Soviet of People's Commissaires, N. Gorbunov.
Moscow, Kreml, July 12th, 1918.

We come now to one of the features of Soviet domination that distinguish it from any other government that has ever been established. For the first time in history a whole people is to have the opportunity, not only to see works of art, to appreciate them and study them, but creatively to produce art of a type consonant with their system of civilization. The efforts of the Soviet Government to stimulate the proletariat, now that it is dominant, to take advantage of its opportunities for culture, are nowhere more clearly stated than in Documents Nos. 19 and 20, which are concerned with the art education of the people.

DOCUMENT No. 19

The Main Problems of the Art Sections of the Soviets of Workmen's Deputies

Each Soviet of workmen's deputies has a special section of people's education and to the latter is usually attached an art sub-section. What are, then, the fundamental problems of these art sections and sub-sections?

Four main problems can be distinguished upon examination.

J. Keats, the English poet, said that "A thing of beauty is a joy forever." It would have been better had it been possible for him to say, "a thing of beauty is a joy to everybody." The immediate duty of the art sections attached to the Soviets of workmen's deputies is to turn beauty and art into a "universal joy"—a joy to the whole city's population. The first problem is the "socialization of art" and there are two ways by which this aim can be accomplished best and most easily. The first step required is external beautification of cities (chiefly large cities, of course): turn them not merely into city-village, city-park, city-garden but also into a city-museum, a museum of magnificent buildings, beautiful monuments, in fine, make them externally resemble that picturesque London of the future described by William Morris in his utopian "News from Nowhere." Some-

thing has already been done in that direction: it will suffice to mention here the erection of fifty monuments in Moscow in honor of leaders and heroes of the world revolution; erection in the Mars Field of a memorial monument to the victims of the revolution; decision of the Penza Soviet to erect a monument to Marx, etc. The other way is, through the socialization of art, turn it into a joy for all—holding of solemn and sumptuous national revolutionary and socialist holidays, similar to those which were so frequently and gorgeously celebrated during the days of the Great French Revolution, when famous artists such as David, and many prominent composers had charge of these festivals and beautified them with their compositions. At these revolutionary and socialist feasts, art—music, songs, decoration—ought to play an important role, and the ceremonial pageant, already beautiful in itself, ought from time to time, at big squares and especially in summer time beyond the confines of the city, to rise to a real festival of art.

The second problem to be solved by the art sections or sub-sections attached to the Soviets of workmen's deputies, will consist not only in evoking in the large masses of the city populations an interest in all things artistic, not only the "democratization" of art, but also in laying a foundation and building up a genuine, democratic, proletarian, socialistic art. The best means for the solution of this second problem is, first, staging of such plays as represent bourgeois society in a negative-satirical vein—society's manners, its heroes, favorites and idols, or such as describe in tragic tone the struggle of the working class against its oppressors, the struggle of the proletariat for its emancipation, and, finally, the birth of a new socialist culture and morality. The accomplishment of this aim—planting the seeds for a proletarian socialist art—can be also considerably aided through the organization, at People's Houses and workmen's clubs, and, on some solemn occasions, at theatres, of specially arranged literary-musical evenings devoted, from beginning to end, from the introductory word to the concert part (recitation, singing and music), to emphasizing the subject of the particular evening, for an example, the Idea of the Revolution, Significance of May 1st, or Proletarian Poetry, etc.

It is necessary not only to socialize and democratize art, but it is also a matter of great urgency—and this forms the third problem of the art sub-sections attached to the Soviets of work-

men's deputies—to prepare the large masses of urban population for the comprehension of esthetic values and give them an artistic education. It is clear that the following measures should be undertaken to accomplish this: Publication of popular pocket editions, finely prepared, on the history of Russian and West-European art, which would give understanding for, and familiarize the worker with, the great masters in painting and sculpture; publication at popular prices of reproductions of representative specimens of Russian and European art, especially of works dealing with social themes, the toiling life of peasants and workers (Adler, Millet, Manet, Mentzel, Maddox, Brown and the Russian Traveling Exhibitors); arranging lectures on art which, in a popular way, with the aid of movies, will acquaint the toilers with the evolution of art styles, the influence of social surroundings on art, technical problems connected with the art of different epochs, and finally, the building at the art section of a special art library and reading room—these are the chief important means for the artistic education of the large masses of the toiling urban population.

And, lastly, the fourth—and perhaps the most essential and important problem facing the art sections attached to the Soviets of workers' deputies—is making the proletariat and the toiling classes capable of not only comprehending and criticising things beautiful, whether in the form of stage representations or creations of the brush or chisel, but also of themselves creating those beautiful things, first, in forms inherited from the past, and then, in new forms corresponding to the psychology of these new classes. Establishment of schools of drawing, modeling, recitation and theatrical art, creation of People's Art Academies with lecture halls and convenient studios—these are the means that could gradually transform the toilers from passive observers and critics of beauty into creative artists of beauty, builders of a new proletarian-socialist art which—we believe—will surpass in its grandeur the art of the past.

In connection with the above-stated problems of the art sections attached to the Soviets, there should naturally spring to life a number of committees entrusted with the task of beautification of cities, organizations of national holidays and pageants, organization of revolutionary-socialist concerts and performances; also committees in charge of publications, lectures, libraries, schools—committees composed of representatives from

Soviets and labor organizations, artists, actors, stage directors and finally, specialists on the history of art.

Such are the manifold and difficult problems of the Soviet art sections. Their duty is to make art a "joy for all," not only in making the great masses of the urban population interested in things artistic, but particularly in strengthening and promoting the artistic aspirations of the revolutionary proletariat; giving, to the large masses of the urban population, as far as possible, a thorough artistic education, and lastly, finishing and crowning this work by training the toilers for active artistic creation. To prepare the ground for a new art created by a new people—such, briefly, is the aim which the art sections, attached to the Soviets of workmen deputies, should pursue.

DOCUMENT No. 20

Art Educational Section of the Moscow Soviet of Workmen's Deputies

The activity of the Art-Educational Section has been twofold: administrative and art-educational, strictly speaking.

Owing to the limited number of persons comprising the directing body (the delegates' group) much time has been consumed by administrative work, weighing heavily chiefly upon the shoulders of a small number of active members of the delegates' group. This work consisted in managing the State Theatres and a dramatic school; participating in the management of people's houses and of the theatre of the Soviet of Workers' Deputies; artistic supervision of Moscow's theatrical life; solving a number of problems connected with requisition and housing of premises occupied by theatres and by members of the theatrical and musical profession and issuing of permits for removal of valuables contained in the safes.

All this sort of work has consumed much time. The Section has had to pass on whether certain theatres were subject to requisition, or whether they were to be preserved as of artistic value. This required a re-examination of stage productions and of the theatrical repertoire. Since several organizations claimed those premises the Section had also to acquaint itself with the nature of the activities of those organizations in order to preserve whatever might, at a given moment, prove to be most valuable

to organized democracy. Besides, the Section has acted as an information bureau to proletarian organizations which have been seeking the Section's help in obtaining quarters for their cultural needs.

The Section has had to pass on whether the living quarters of various individual actors, artists or musicians were subject to requisition or progressive housing; whether permission should be granted to certain members of the theatrical and musical profession regarding the removal of valuables from the safes, and what particular valuables, etc.

Thousands of persons have come to the Section requesting a speedy solution of all these questions.

Still more complex, and consuming still greater time, has been the work connected with the management of the State Theatres. It was necessary to carry out, as quickly as possible, the reorganization in the management of the theatres and determine the composition of theatrical companies for the next season, in order to begin immediate preparations for the next season. The representatives of the Sections had to actively participate in the meetings of the Soviets of the Main and Little theatres and the Dramatic School, meetings of theatre managements, committees on reorganizations; conferences of separate theatrical troops and groups of theatrical workers; to participate in the investigation of means on hand and to prepare the estimates for next year. Not a single day passed without such meetings and it was a rare thing when only one such meeting was held instead of two or three. As a result of this activity a temporary provision for the managing of the Little Theatre has been finally drawn up and accepted; the composition of the theatre agreed upon and organs for its management established. The work in connection with the Main Theatre and the Dramatic School has been almost completed. The Section's activity in organizing the distribution of tickets to the State Theatres among labor bodies in order to throw open these theatres to large sections of democracy—deserves to be mentioned here.

The Soviet Theatre has been receiving special attention from the Section. When this theatre went over to the Art Union of labor organizations, two representatives from the Section joined the theatre's management. Such performance as "The Barber of Seville" and "The Merry Wives of Windsor" proved to be events in the theatrical life of Moscow.

Two members of the delegates' group have joined the committee in charge of People's Houses and these members have been daily engaged in carrying out important and responsible work.

The administrative activity just described has naturally taken up the greater part of the time and consequently very little time could be spared for the promotion of artistic education among the masses.

The first thing that engaged attention was organization of performances in different districts. Prior to the November Revolution the Section had organized in the districts a few performances of the Little and Art theatres. The November Revolution temporarily frightened away individuals in the theatrical profession from the Soviet circles. But they have gradually come back to the Soviet. A number of conferences with the Actors' Trade Union resulted in an agreement by the terms of which the Moscow theatres (Little, Art and its studios, Chamber, Komissarjevski, "Bat," etc.) consented to hold performances in the districts. And a number of such performances did take place. During the summer season the section staged many performances, aided by the casts of the Komissarjavskaya Theatre, House of Free Art, the "Bat" and by Voljanin's players.

Simultaneously the organization of district concerts was in progress. The Section organized over 200 such concerts in Moscow District and vicinity. A Soviet of Music was organized with the object of introducing greater system as well as for directing Moscow's musical activity. A few meetings were called to which were invited and came all prominent leaders of the musical world. As a consequence of these sessions a Bureau was elected, comprising the most prominent musical names, for the purpose of outlining the problems and plan of the Soviet's activity. It has been decided to organize a Soviet of 30 persons: 15 representatives of the musical world and 15 representatives of organized democracy (including 2 representatives of musical school students).

Constant requests from localities as regards the character of plays to be staged at People's Houses, what plays are on hand and how they could be obtained has brought into existence the repertoire committee of the Section.

The committee has worked out a preliminary list of plays

suitable for performing; has read a number of plays and is at work preparing of a more detailed list of carefully selected plays. The following principles have been accepted by the committee as a basis for the repertoire: 1) the list can include only plays whose artistic value is beyond reproach; 2) these plays by the impression they create on the audience, must be of nature coinciding with the spirit of the times, i. e. they must evoke a vigorous disposition and intensify the revolutionary fervor of the masses. The committee is preparing for publication a book which will include, in addition to a list of plays, a brief summary of them and stage-director's notes regarding their production. This book ought to aid the local players in the selection of plays, as well as in improvement of their staging. The committee is also preparing for publication a number of new plays, chiefly translations, beginning to publish out-of-print plays and preparing for publication a collection of articles on history and theory of the theatres and also of a number of books bearing on practical questions connected with the technique of the theatre.

Lastly, the Section is issuing its own magazine—The Izvestia of the Art-Educational Section. Judging by the demands for the magazine from the provinces the need of such a publication is very great.

This is what has been done by the Section:

Wishing to widen the scope of this activity, raising it to a level befitting that of the Workmen's Government, the Section has worked out a detailed plan of activity for the next summer season, listed a number of individuals who have already, in principle, expressed their willingness to participate in the execution of the plan; drawn up an estimate for the meeting of possible expenditures needed. The following are the steps under the consideration of the Section:

1. Staging of Verhaeren's unique play "Dawn";
2. Organization of district performances and employment of the Sections own casts for this purpose;
3. Organization of symphony (two) orchestras, chamber concerts and wind orchestras (eight) at the boulevards;
4. Organization of juvenile performances for and by the children;
5. Organization (at six places) of people's holidays and pageants, its object being not only to offer to the people sensible,

artistically conceived recreations, but also to involve the masses themselves in a creative artistic activity.

6. Establishment of courses for instructors with a view of educating the future directors of People's Houses;

7. Establishment of an information bureau continually in touch with the Moscow districts, its suburbs and provinces; the bureau will not only inform on the Section's activities but will serve also as an advisory board to persons connected with such kind of work in localities;

8. Organization of a technical and art supervision over theatrical and musical Moscow enterprises and organization of a control of State taxes in theatrical establishments;

9. Further widening of activity of the repertoire committee and of the Section's magazine. For all these beginnings detailed plans have been worked out and on their basis an estimate has been drawn and already submitted to the Soviet.

IV. Preservation of Art Objects

The Documents presented under Part III showed the methods used by the Soviet Government to popularize the study and production of contemporary art; Part IV contains documents to illustrate the piety with which the Soviets approach the art of the past, as preserved in museums; and the affectionate zeal with which they are safeguarding its treasures. Document No. 21 is a lengthy general statement on activities in this direction covering a period of one month (May 28-June 28, 1918); Documents No. 22 and No. 23 deal with individual famous collections: the Tretyakov Gallery in Moscow, which is the subject of No. 23, is one of the most celebrated collections of recent paintings in Europe, including, among other fine things, many of the paintings of the famous Russian painter, Verestchagin (1842-1904).

DOCUMENT No. 21

The Activity of the Section of People's Commissariat of Education Devoted to the Care of Museums, Preservation of Art Objects and Relics of the Past, During the Period Beginning May 28th and Ending June 28th, 1918

The Section in charge of museums and preservation of art

objects and relics of the past attached to the People's Commissariat of Education was instituted by the High State Committee of Education May 28th, 1918. The object of the Section in charge of museums, preservation of art treasures and relics of the past attached to the People's Commissariat of Education, is the finding of ways and means towards the creation of conditions favorable to the growth of Russian museums.

In addition to this task it is also the Section's duty to take care and apply measures for the preservation of art objects and relics of the past.

The immediate problem confronting the Section is the mapping out of the standing types of museums and carrying this plan into effect through reorganization of the existing museums and establishment of new ones. Also, the Section's task is the unification of activities of individual museums, introduction of a well-defined system into their activity, drawing up of general principles governing the *State's museum policy* and carrying it out into execution. Each year the Section presents a general museum plan and a common museum estimate, completed in conformity with reports and suggestions submitted by all museums and elaborating it by corrections and supplements necessary from the point of view of general State interest.

The Section intends to devote its foremost attention to the question of museum accessions. Preserving for the museums their right of purchase at their own initiative, within the limits of annual estimate appropriations, the Section advances the idea of creating a *National Museum Fund* which would enable us to obtain, on a large scale, individual works as well as complete collections, in full conformity with the needs of individual museums, as well as of the whole museum undertaking, thus putting an end to the mutual competition among the museums, so detrimental to the interests of the State.

In connection with this there also ought to function special *exhibition places* of the Museum Fund, wherein the Section's accessions might be subjected to a free valuation and criticism by the whole people.

There should be established an institute of "Correspondents," reporting to the Section on the condition of market, auctions, sales, possible accessions, and generally speaking, about everything pertaining to museum art; also there should be estab-

lished an institute of "Purchasing Agents" sufficiently trained in the history of art.

The Section intends to widely utilize the special commissions for purposes of art-archeologic discoveries, investigations of architectural styles, restoration work, uncovering of frescoes, etc. It has been planned to publish a *special magazine devoted to the science of museums*, and also to organize *regular congresses of museum workers* and to establish exemplary exhibitions demonstrating the process and development of the science of museums and activities thereof. It has been also planned to rearrange the art treasures in the museums with the view of endowing each museum with greater value and individuality and abolishing the existing chaos and dullness.

The Section considers the immediate problem of our times the establishment of a number of museums in those fields of art which in Russia have heretofore been wholly neglected, for instance, a *museum of Oriental Art*, a *museum of the most recent art* and a *museum of sculpture*.

Special attention will be given by the Section to the *provincial museums*. The establishment of new museums in the localities and a wholehearted support of those functioning, is, in the opinion of the Sections, one of the most fundamental problems of the Russian museum policy. Another such pressing problem is *democratization and popularization* of the museums' activities, which can be accomplished at first by making the attendance of the museums easier and by the aid which a museum can render to the spectators during the study of collections through lectures or lecture cycles.

The object of the Section shall have been considered completed by a thoroughly drawn up program of excursions and tours within the reach of the masses of the people; and by the widest distribution of carefully executed reproductions and popular editions on art subjects.

Also, regarding scientific art works, the Section will meet the museums' needs in the sphere of *technique* and budget for the purpose of advancing, in the best possible way, the Science of Museums—a science so young in Russia. For this purpose each museum will be given an opportunity to have *photographic archives*, a *library of an informative character*, and *specially fitted technical shops* wherever needed; photographic, restorative,

framing, bindings, carpentry, and so forth, with a corresponding technical personnel at their service.

As regards protection of art objects and relics of the past the first and immediate problem of the Section is the drawing of regulations designed to thwart the export of art treasures from the territory of the Russian Republic.

The drawing up of such legislative measures though incomplete and, so to say, temporary, should be immediately commenced by the Section in order to safeguard the country's art treasures which are threatened to forever disappear abroad.

Next to this must be instituted a careful scientific account and description of these treasures, without which—as the State Museum policy of Italy has shown—the realization of the afore-said problems cannot be accomplished.

Those institutions and persons who are in possession of collections of great cultural value will receive from the Section *projective charters*.

Flying detachments will be dispatched to the localities in order to bring about an actual control of the “disappearing” art valuables from the provinces. An instruction concerning protection shall be drawn up. The Section shall protect not only State and public museums, but also all private collections in so far as they present a State-wide interest.

Finally, its most important function, without which it would, generally speaking, be impossible to realize a State-wide program for a Museum Policy, will be its contact with the province. The Section will effect a close contact with the local organs, propose the organization of local organs of analogous functions, thus creating throughout Russia a net of cultural institutions which shall actually carry through in life the instructions of the central directing organ at the People's Commissariat of Education.

Already prior to the official establishment of the Collegium in charge of museums and preservation of art objects and relics of the past, the question of nationalization of the Tretyakov Gallery had been discussed at the initiative of the present Collegium's membership.

For a long time a contradiction was apparent between the formal status of the Gallery as a regional-municipal art treasury and the all-Russian artistic and scientific reputation it has long

enjoyed—a reputation which has been growing from year to year. When attempts by reactionary currents in art to profit by such state of affairs were recently revealed, the problem connected with the Gallery became important. The initiative of the Collegium's membership met with the most enthusiastic reception from the People's Commissary, A. V. Lunacharsky, who submitted this problem for discussion to the Soviet of People's Commissaries, and on June 3rd, 1918, the latter body issued a decree on the nationalization of the Tretyakov Gallery, placing the Gallery under jurisdiction of the People's Commissariat of Education. Finally, on June 17th, 1918, in accordance with a proposal unanimously submitted by the Petrograd and Moscow sections of the Collegium in charge of museums, the well-known artist and museum expert, J. E. Grabar, was appointed director of the Tretyakov Gallery by the People's Commissary, A. Lunacharsky.

Similarly at the initiative of the Museums' Collegium a question was raised on the necessity to requisition a Botticelli (Tondo) painting belonging to the citizen, Mrs. E. P. Meschersky. It was reported that the painting was to be shipped abroad.

The matter was brought to the attention of the Soviet of People's Commissaries, which on May 30th, 1918, decreed to requisition this painting and declare it property of the Russian Socialist Federated Soviet Republic and place it in one of the national museums of the Russian Socialist Federated Soviet Republic. At present the Botticelli picture is exhibited at the Rumiantzev Museum.

The same instruction directs the People's Commissariat of Education to draw, within a period of three days, a plan of a decree prohibiting shipment from the territory of the Russian Socialist Federated Soviet Republic of pictures and generally of all great artistic treasures—this plan to be submitted for examination to the Soviet of People's Commissaries.

The Collegium has also obtained an appropriation of 250,000 rubles for the needs of the Rumiantzev Museum. This sum is to be spent for purchasing historically important art treasures which appear now in abundance on the market and which are irretrievably lost by being smuggled abroad.

Besides, the Section has commenced to execute (and partially has already executed) a number of commissions of artistic and

scientific character. In this field the immediate concern has been the examination of ancient fresco works and iconography. The results are as follows:

1. At the Salvation-Adroniev Monastery, the walls of the cathedral at several places have been scraped from the old time white-washing. Ancient frescoes have been discovered but so damaged by late coatings that it is impossible to define the nature and subject of these frescoes.

2. At the Church of Conception of Saint Anna (in the so-called Chinese Town) built in 1493, a priest was the source of a statement purporting to prove the existence of ancient frescoes screened from sight by the wall's plaster; no frescoes were discovered after a careful examination. An iconostasis and some ikons examined incidentally have been found to be of very ancient origin and of great importance and, therefore, subject to restoration.

3. At the Blagovyeschensk Cathedral of the Kreml, following the washing and cleaning of mural paintings, several ancient frescoes have been discovered.

4. At the Assumption Cathedral it has been decided to continue the already begun restoration work of some of the ancient ikons of the iconostasis. It has also been decided to directly supervise the restoration of mural decorations.

5. At the Archangel's Kreml Cathedral several ancient ikons have been singled out for the purpose of their complete restoration.

The restoration work is being directed by experienced prominent iconographers and supervised by the members of the Collegium and its associates (Grabar, Baklanov, Grischendo, Annisimov, Muratov). Iconographers: Tuilin, Chirikov, Youkin and photographer—Liadov.

A special committee, elected by the Collegium and composed of J. E. Grabar, T. C. Trapeznikov, V. R. Vipper and M. M. Chusid, after an examination of the Great Kreml Palace, have found there a few paintings of great artistic value. Owing to extremely unsatisfactory conditions, affecting their safety at the Palace, and also because of their inaccessibility for the larger masses of the people, the committee, pending the question of their transfer to the Rumiantzev Museum, has in the mean-

time transferred 26 paintings for the purpose of restoration. Of special prominence among the latter are the Rubens canvasses.

The Collegium's activities outside Moscow have been demonstrated by the following measures:

A detailed plan of transferring the universally known Uvarov Collections to the Moscow Historical Museum has been drawn up. Competent persons for this commission have been appointed.

At the initiative of Comrade Vikensiev, fellow-member of the Collegium, it has been decided to undertake a scientific expedition for the purpose of examining the Buriinsk Museum at Ivanov-Voznesensk.

The Section has paid especial attention to requests coming from different localities and striving to immediately effect connections and contact with provincial organizations pursuing similar aims.

In order to arrive at a uniform science and art policy in this field at the present time—a specimen instruction is in course of preparation for the establishment of local Collegiums in charge of museums and preservation of art objects and relics of the past.

Of the broad cultural measures introduced through the initiative of the Section the transference of the famous Stroganov archive to the Perm State University deserves mention. The well-known specialist, Professor Grekov, has taken charge of scientific examination of the archive.

Of the important concrete measures to be carried out by the Section in the nearest future deserves mention: a decision to investigate the Moscow governmental and public institution with the object of determining the character of art objects treasured up therein; investigation of the antiquarian market; organization of new sub-sections, as for an example, librarian, etc.

DOCUMENT No. 22

Paintings at the Former Kremlin

The Collegium in charge of museums and preservation of art objects and relics of the past attached to the People's Commissariat of People's Education has entrusted to a special committee the examination of the picture gallery at the former Kremlin which heretofore has been hardly accessible.

The picture arrangements on the Gallery's walls does not meet the most elementary museum requirements. Without any system the paintings have been permanently set into the walls and are separated from each other by only a narrow framework, which arrangement makes an intelligent examination of the Gallery impossible. Besides, many pictures, owing to differences in atmospheric conditions, have suffered considerably: they have shown cracks and in many places paints have deteriorated—all this threatening to ruin the pictures. The system of cataloguing the artists was arbitrary; for instance, paintings of the Netherlands school were ascribed to Italian masters; first-class works were left unclassified, while second-rate things were ascribed to first-class masters.

The Collegium has decided to remove from the Palace's Gallery paintings interesting from the point of view of scientific examination, and transfer them to the gallery of the Rumiantzev Museum where the paintings, after restoration and investigation, might be exhibited for popular examination.

Special mention is made of a few pictures of the Rembrandt School, two Netherlands primitives, one Florentine portrait of the 16th century, a sketch by Rubens, and finally a number of paintings by Italian masters of the 17th century.

DOCUMENT No. 23

Decree on Nationalization of Tretyakov Gallery

Whereas, the Moscow Municipal Art Gallery—foundation of P. & S. M. Tretyakovs—in the domain of art and culture has risen to the level of an institution carrying out State-wide educational functions; and that the interests of the working-class demand that the Tretyakov's Gallery become one of the State museums whose activities have been under the direction of the People's Commissariat of Education—the Soviet of People's Commissaires decrees:

1. The Moscow Municipal Art Gallery, founded of P. & S. M. Tretyakovs, be declared State property of the Soviet Republic and placed under jurisdiction of the People's Commissariat of Education, subject to same regulations governing the rest of State Museums.

2. The Collegium in charge of the museums and preservations of art objects and relics of the past attached to the People's Commissariat of Education is to speedily draw up and put in operation the new regulation concerning the management of the Gallery and its activity in accordance with present day museum requirements and

problems of democratization of art, educational institutions of the Russian Soviet Republic.

Chairman of the Soviet of People's Commissaires,
V. J. Ulianov (Lenin).

Chief Clerk, Vladimir Bonch-Bruевич.

Secretary, N. P. Gorbunov.

* * *

The Soviet Government, as the reader will observe if he refers to Document No. 1, above,—discovered that the bourgeoisie was selling its works of art and also looting public collections and selling their paintings to foreign collectors. As this was hostile to the artistic interests of the proletariat, the exportation of art objects was prohibited (Document No. 24); but in another field, the Soviet Government was eager to part with art objects, namely, such as had been taken by conquest or other dishonest means, from Poland, and, with this object in view, a census of such objects in Russian museums was undertaken (Document No. 25).

DOCUMENT No. 24

Concerning Export of Art Objects

The Collegium of the Commissariat of Education has passed a decree prohibiting the export and sale of art objects and relics abroad and laid it before the Soviet of People's Commissaries.

The Museum Section is preparing an instruction concerning this prohibition and elucidating the decree.

The Section invites representatives of the Commissariat and Custom House Department, with a view of cooperating in the solution of problems connected with the practical realization of the decree.

DOCUMENT No. 25

MOSCOW

Governmental Enactments

From the Commissariat in charge of properties of the Rustreasuries of the Russian Federated Soviet Republic.

To all museums, palaces, galleries and other art and science treasuries of the Russian Soviets Federated Republic.

(Circular)

Attached is a copy of the Order No. 594, dated April 6th, 1918. The people's commissaires of education and in charge of properties of the Republic advise to begin the transference to the Polish Commissariat, in the People's Commissariat in charge of affairs of all nationalities, of all objects mentioned in the aforesaid order, and at present in the possession of the said treasury, after a preliminary description and examination of the inventory of property evacuated during the period of the war.

Fixing no definite date for the return to Polish toiling masses of objects of art, science, and culture, removed from Poland before the present war at different dates, the People's Commissariats of education and in charge of properties of the Republic advise all the museums, palaces, libraries and other art and science treasuries of the Russian Soviet Federated Republic to immediately begin the preparation of a complete inventory of the above-mentioned objects, in co-operation with the representatives of the liquidation committee in charge of the affairs of the former Polish Kingdom and now functioning at the Polish Commissariat.

To accomplish this aim, it is necessary to establish—with the consent of the liquidation committee in charge of the affairs of the former Polish Kingdom—at each treasury mixed sub-committees composed of two representatives from the liquidation committee and said treasury. The sub-committee's object is the preparation of a complete inventory, of articles in possession of said treasury place, originally belonging to Poland, setting down the history of how these articles came into possession of said treasury institution, and to define whether these articles were transferred from Poland to Russia by way of seizure or regular commercial transactions.

People's Commissary of Education, Lunacharsky.
Secretary, Leschenko.

In charge of the People's Commissariat of Properties
of the Republic, Malinovsky.

Secretary, Kaufman.

DOCUMENT No. 26

National Factory for Manufacturing Paints

Owing to an acute shortage of paints on the markets, the Moscow Art Collegium has decided to establish its own factory for manufacturing paints, with an experimental laboratory attached.

The establishment of such a factory will no doubt play an important part since Germany, possessing in abundance all kinds of chemical products, may, as soon as commercial relations are

renewed, flood the Russian market with its paints, which, by the way, are of lower quality as compared with those of England and France.

V. The Theatre as a Means of Culture

In addition to what is contained in Document No. 20 (page 68) on this subject, we add Documents Nos. 27, 28, 29 and 30, which show conclusively that the theatre is to be made, in Soviet Russia, a part of the esthetic life of the whole population.

DOCUMENT NO. 27

The Repertoire Committee of the Art-Educational Section

The object of the Repertoire Committee is first, the drawing up of a repertoire for district theatres, and secondly, the preparation of a list of plays for workmen's theatres.

In the opinion of the Committee the following principles must underlie the preparation of the repertoire: 1) plays on the repertoire list must be artistic creations and adapted to the needs of the theatrical art; 2) they should heighten and strengthen the revolutionary spirit of the masses; 3) they should be optimistic in spirit.

Owing to the insistent and continual requests from localities a preliminary list has been prepared including the following Russian and foreign dramatists.

Russian—Gogol, Griboyedov, Shackovsky, Ostrovsky, Leo Tolstoi, Turgenov, Tchechov, Suchovo-Kobulin, Shchedrin, Gorky, A. Tolstoi.

Foreign—Calderon, Lope de Vega, Cervantes, Shakespeare, Beaumarchais, Moliere, Schiller, Blanche, Ibsen, Shaw, Romain Rolland, Verhaeren, Delle-Grazie, Mirbeau, Hauptmann.

The plays approved by the Committee will contain short reviews, written by the members of the Committee containing: a) plot and central idea of the play, 2) characterization of the stage personages, 3) possible cuts and change of scenes, 4) illustrative points on scenery and costumes (preferably accom-

panied by outline drawings). These reviews will be later published by the Committee as separate leaflets.

Besides, the Committee is preparing for publication a number of books on the theatre. The subjects of these books are: 1) stage-craft, 2) scenic decorations, 3) the art of make-up, 4) costumes, 5) rhythm gymnastics, 6) drama and opera, 7) studio work, 8) working over of assigned parts.

DOCUMENT No. 28

Concerning the Transference of All Theatres into the Hands of the Moscow Soviet of Workmen's Deputies

1. It has been decided that the right of renting of theatrical buildings be exercised by the Moscow Soviet.

2. The question of exploitation of theatrical buildings and suppression of any kind of intermediary agency work in the exploitation of said buildings, should be laid for discussion before the Land and Housing Section.

Presidium of the Moscow Soviet of Workmen's Deputies.

DOCUMENT No. 29

Theatrical Section

The pedagogic division of the Theatrical Section attached to the Commissariat of People's Education is at work now on a plan of establishing a whole system of theatrical schools in Russia (these schools already function throughout Soviet Russia. *Translator's note.*) Dramatic schools (State and private) are divided into lower and secondary schools. In the lower grade is taught the technique of dramatic art: diction and gesture. In the secondary schools the pupils receive instruction at the "studios" of individual teachers. The main object is to develop the individual capacities of each student. These schools also teach general science with the aid of lectures and laboratory research. A Theatrical Academy will be at the head of this chain of schools where art will be taught chiefly from a theoretical standpoint.

The Theatrical Section at the Commissariat of Education has established instructors' courses where stagecraft will be taught.

The object being to interest new forces and talents in creative

craftsmanship, the instructors' courses will train specialists on stagecraft: stage managers, scenic artists, property men, mechanics and electricians.

The two-months' course of instruction will include not only lectures on art and technique but also handling of practical problems closely connected with them. The studies will be conducted at the premises of the Theatrical Section and at the Communal and State theatres and studios. Studies and instruction are under the direction of the following persons:

V. E. Meirhold, stagecraft science; M. P. Zandin (scenic decorator of the Maryinsky Theatre), scenic decoration; S. A. Yevsējev (director of properties shops of the Maryinsky Theatre), properties studios; F. P. Graff (technical director of the Maryinsky Theatre), stage technique; F. M. Paschuk, master-electrician in charge of electrical work.

No fees are charged for the lecture course and instruction.

DOCUMENT No. 30

Theatrical Performances at Shops and Factories

Many shops, factories and plants in Moscow give their own performances. These performances, though of an amateur character, are a source of inspiration to the workers of local factories who are the actors at these performances.

Especially successful were performances at the *Einem Chocolate factory*.

Performances have also been given at Zindel's shops, Prokhorov's Dry Goods, etc. At the latter even dramatic art courses have been opened for workers wishing to receive dramatic education.—*A news item in a Moscow paper.*

VI. Music and Musical Training

In addition to much that is found, on this subject, in Document No. 20 (page 00), we present here two Documents (No. 31 and No. 32) illustrative of the manner in which musical study and musical creation are stimulated in Soviet Russia.

DOCUMENT No. 31

Degree Regarding the Moscow and Petrograd Conservatories

The Soviet of People's Commissaires decrees:

The Petrograd and Moscow Conservatories are entrusted to the care of the People's Commissariat of Education on an equal basis with all other higher educational institutions, thus dissociating them from the Russian Musical Society. All the properties and inventories of said conservatories, indispensable and adopted for purposes of State Musical Reconstruction, are declared state property of the people.

Chairman of the Soviet of People's Commissaires,
V. Ulianov (Lenin).

People's Commissary of Education,
A. Lunacharsky.

Chief Clerk of the Soviet of People's Commissaires,
Vladimir Bonch-Bruевич.

Moscow, July 12th, 1918.

DOCUMENT No. 32

A New Anthem

The section for the promotion of proletarian culture—"The Proletariat"—has announced a competitive examination for a text and music of a "new and original revolutionary proletarian hymn."

VII. Public Intellectual Propaganda

Document No. 33 presents an enormous program destined to familiarize the entire Russian people with the literary works of the past, while Document No. 34 shows that the Soviet Government is also seeking, in more modest ways, to keep the names of the nation's great constantly in the minds of the inhabitants.

DOCUMENT No. 33

Facts About the Activity of the Literary Publication Board, Attached to the People's Commissariat on Education

On December 13th, 1917, at the session of the Literary Publication Board a committee was named to draft a decree order-

ing the establishment of a Technical Board to take charge of state printing shops, including all those printing shops which had been nationalized after the October revolution. This committee was composed of representatives from the Literary Publication Board, from the Commissariat of Interior Printers' Trade Union and a committee of workers employed in state printing shops.

In February, 1918, owing to energetic activity of the Soviet and representatives of the printing trades, publishing business on a large scale was made possible. The State Commission on Education made up a list of Russian novelists, men, poets and critics whose works were declared a state monopoly for 5 years. This list includes names of over 50 Russian classics such as: Soloyiev, M. Bakunin, V. Belinski, V. Garshin, A. Herten, N. Gogol, F. Dostoyevsky, A. Koltzov, M. Lermontov, Nekrasov, A. Pushkin, L. Tolstoi J. Turgenev, A. Tchechov, and others.

July 4th, at Moscow, there was established a committee on Literature and Art. Among its members are the writer V. Bruisov and V. Grabar, the painter.

A committee was also formed to publish popular scientific books. This committee has two sections—political economy and natural science. The latter includes: Professors K. A. Timiriazov, A. K. Timiriazof, A. Michailov, Wolf, P. Walden, and others.

A number of brochures (original and translations) have been already published by the committee, the subjects being: astronomy, physics, meteorology, botany, pedagogy. As regards the publication of text-books the State Commission already, on Dec. 4th, 1917, created a special commission to take charge of the work.

A semi-annual appropriation of 12 million rubles has been granted to the Literary Publication Board. The appropriation for the second half year may reach 20 millions.

DOCUMENT No. 34

Memorial Plates for Propaganda Purposes

At the Commissariat of Education, at the initiative of Lenin, a plan for employing memorial plates for propaganda purposes is being worked out at present. A selection of citations and slogans illustrating the moment will be made. These citations

will be engraved on stone or bronze plates and placed on the main thoroughfares of the cities. The best artists will be entrusted with the execution of the work. The unveiling of each of these memorial plates will be made a celebration with speeches, the text of the particular citation forming the theme. A musical program will also be a feature at these occasions.

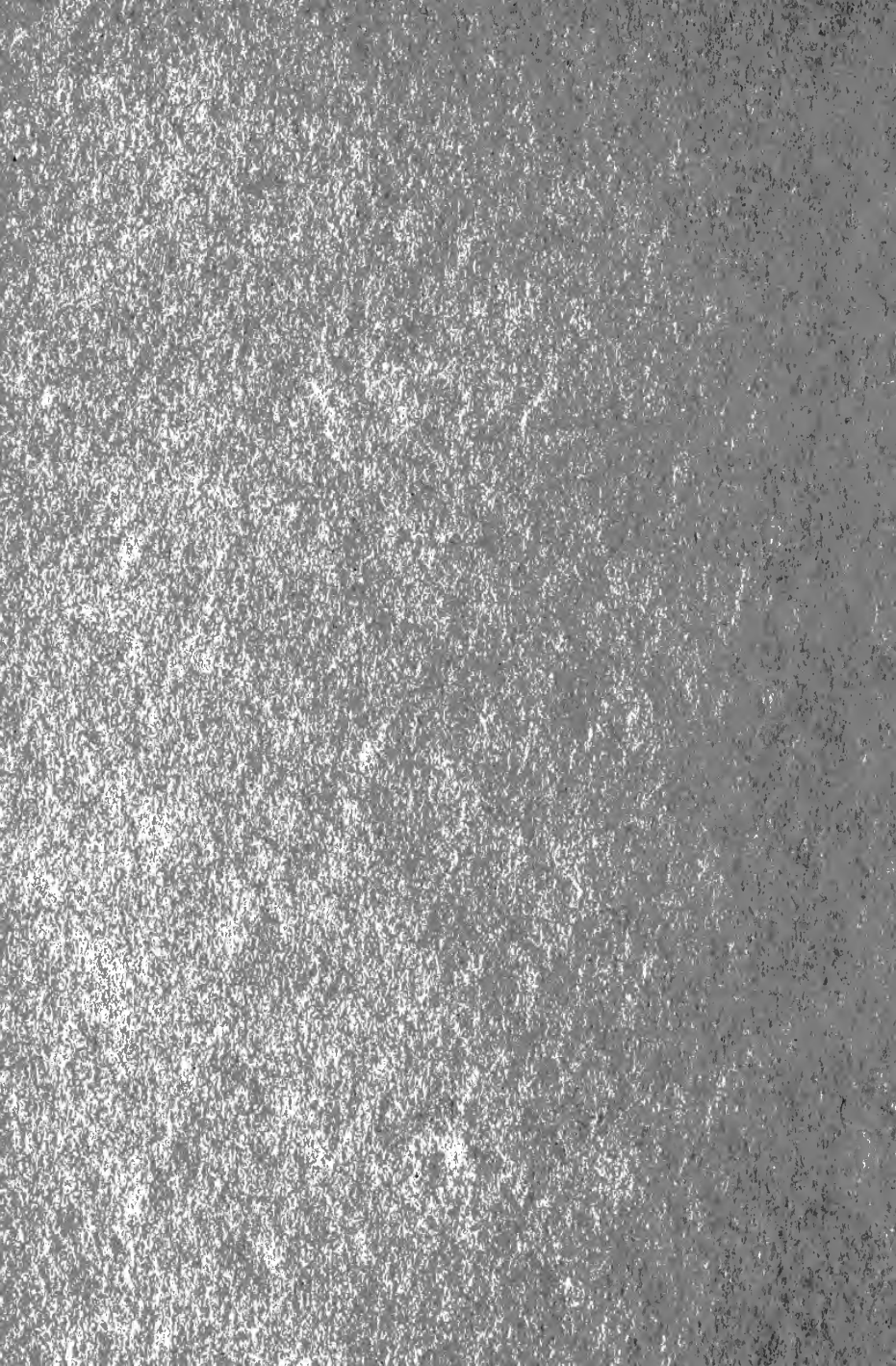
It has also been decided to erect at convenient points of the capitals monuments to great personages distinguished in the Russian and world revolutions. These monuments are proposed to be made not of everlasting bronze or marble, but rather to take the form of plaster and terra-cotta statues for propaganda purposes. At the base of each statue will be placed a stone-slab with a short biography of and quotations from its subject.

The statues will be unveiled on Sundays and will be accompanied by speeches bearing on the significance of the individual in question, reading of selected passages from his works and a musical program. The same evening at one of the main city theatres will be given either a performance or a concert in honor of the person celebrated.

As a beginning it is proposed to erect statues of Radischev, Ryliev, Pestel, Belinsky, Dobroliubov, Tchernyshevsky and Nekrasov.

Mr. Sherwood, sculptor, will direct the work.

(Translator's note: The above-named publicists, philosophers, writers and poets, were the intellectual precursors of the revolutionary movement in Russia, active principally in the 1825-50 period. Tchernyshevsky's famous work, "What's to be Done?" is a complete analysis of the intellectual currents of that period.—Sherwood is a common Russian name, of English origin.)





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