ACADEMY OF PEDAGOGICAL SCIENCES OF THE RSFSR

COMMUNIST EDUCATION IN THE SOVIET SCHOOL

COLLECTION OF ARTICLES

PART TWO

PUBLISHING HOUSE

ACADEMY OF PEDAGOGICAL SCIENCES OF THE RSFSR

MOSCOW • 1950

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КОММУНИСТИЧЕСКОЕ ВОСПИТАНИЕ В СОВЕТСКОЙ ШКОЛЕ

2

ИЗДАТЕЛЬСТВО
АКАДЕМИИ ПЕДАГОГИЧЕСКИХ НАУК
РСФСР

МОСКВА · 1950

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SUPPLEMENT TO THE JOURNAL

"SOVIET PEDAGOGY"

FOR THE YEAR 1950

BOOK TWO

PREFACE

This book contains articles revealing the main ways, means, and methods of educational work in Soviet schools, Komsomol and Pioneer organizations, family, and extra-curricular institutions.

The primary link in the system of communist education, as is well known, is the general education school. Therefore, a large place in this book is occupied by articles covering issues of communist education of schoolchildren in the process of instruction and in the process of extra-curricular work.

In recent years, the role of Komsomol and Pioneer organizations in the communist education of children and youth has increased significantly. The 11th Congress of the Komsomol in its decisions indicated that Komsomol and Pioneer work in school is an integral part of all educational work of the Soviet school, called upon to prepare active and conscious builders of communism from the younger generations. Mobilizing Soviet schoolchildren to fight for the mastery of knowledge, introducing them to public life and socially useful labor, Komsomol and Pioneer organizations assist the school in educating students in the spirit of Soviet patriotism. Coverage of the experience of Komsomol and Pioneer organizations in school is indisputably an essential and urgent task. Based on this, the editorial board included in this book a number of articles covering the work experience of Komsomol and Pioneer organizations in school.

In organizing and conducting educational work in school, a very responsible and honorable role is performed by the

homeroom teacher. Meanwhile, the question of the content, organization, and methods of their work has not received sufficient coverage in textbooks and teaching aids on pedagogy and in our pedagogical literature in general. Therefore, the editorial board deemed it necessary to include in the collection a number of articles on the work experience of homeroom teachers.

The size of the collection did not allow for the inclusion of many articles on issues of communist education published in the journal *Soviet Pedagogy*. To facilitate the use of these articles in scientific-pedagogical and educational-formative work, the editorial board provides in the appendix a detailed index of all articles and materials on communist education published in *Soviet Pedagogy* throughout all years of its existence.

Articles and materials included in this index are arranged in thematic order across twenty sections. Within sections, articles are arranged alphabetically, with the exception of the first section.

Please send all comments regarding this collection to: Moscow, Lobkovsky Lane, 5/16. Editorial board of the journal *Soviet Pedagogy*.

COMMUNIST EDUCATION IN THE PROCESS OF INSTRUCTION

I. A. KAIROV

President of the Academy of Pedagogical Sciences of the RSFSR

ON RAISING THE IDEOLOGICAL AND POLITICAL LEVEL OF EDUCATIONAL AND FORMATIVE WORK IN SCHOOLS[1]

The problem of ideological-political education is so broad and multifaceted that within a single report it is impossible to cover all relevant issues.

In my report, I will try to shed light on the following problems:

1. The importance of communist consciousness and the tasks of the school during the transition period from socialism to communism.
2. Successes and shortcomings in the ideological-political education of students in school.
3. Main ways to raise the ideological-political level of educational-formative work in school.
4. Tasks of scientific research in the field of raising the ideological-political level of school work.

****

Under the leadership of the party of Lenin – Stalin, the peoples of the Soviet Union are successfully solving the historical task

[1] Abbreviated and edited stenogram of the report at the session of the Academy of Pedagogical Sciences of the RSFSR, June 27, 1949.

of the gradual transition of the country from socialism to communism.

The construction of communism in our country takes place in a complex international environment, in an environment of sharp ideological struggle between two camps:

democratic, progressive led by the Soviet Union, and imperialist, reactionary led by the USA. Our enemies attempt to influence individual representatives of Soviet science, literature, art, and strive to use remnants of capitalism in the consciousness of individual Soviet people for their own ends.

In the report at the 18th Congress of the All-Union Communist Party (Bolsheviks), V. M. Molotov, defining the most important conditions for the gradual transition from socialism to communism, stated: "The time has come when tasks of an educational nature, tasks of communist education of working people come to the fore."

"Socialist consciousness," said A. A. Zhdanov, "accelerates the movement of Soviet society forward, multiplies the sources of its strength and power. Therefore, a steady increase in the political and cultural level of the people constitutes a vital need of the Soviet system."[2]

Especially great importance is acquired by the communist education of our youth, in connection with which the role of the school increases immeasurably, being called upon to prepare a generation capable of finally establishing communism.

---

[2] A. A. Zhdanov, *29th Anniversary of the Great October Socialist Revolution*, "Moskovsky Rabochy", 1946, p. 17.

The Soviet school acts as the primary link in the system of communist education of the rising generations, as a transmitter of communist principles among the broad masses of working people, and as an active participant in the ideological struggle against remnants of capitalism in human consciousness.

The general goal of educating the rising generations during this period is the preparation of all-around developed people, conscious and active builders of the new, communist society.

In accordance with this goal, the school faces the following main tasks:

a) Arming students with firm and systematic knowledge of the fundamentals of sciences, equipping them with skills and habits that ensure the application of this knowledge in the practice of communist construction.

b) Forming the foundations of a dialectical-materialist worldview in student youth, educating them with high communist consciousness, love, and selfless devotion to their motherland, the people, and the cause of Lenin – Stalin.

c) Educating rising generations in the spirit of communist morality, developing communist consciousness and behavior in our children and youth, cultivating the ability to subordinate personal interests to public ones, to work for the common cause, and to consciously observe strict discipline.

d) Arming students with knowledge of the general principles of production in connection with studying the fundamentals of sciences, preparing them for practical activity based on close connection between learning and socially productive labor,

subordinated to the educational goals of the school, and implementing the Leninist principle of polytechnic education.

e) Implementing physical education for students, ensuring the preparation of healthy, strong, and resilient people capable of highly productive work and defense of the socialist Homeland.

f) Arming students with knowledge in the field of arts, developing their artistic taste and creative capabilities and talents, and using art mediums for the mental and moral education of youth.

****

Guided by the teachings of Lenin – Stalin and implementing the historic resolutions of the Central Committee of the All-Union Communist Party (Bolsheviks) on ideological issues, the Soviet school successfully fulfills the tasks of communist education for the rising generations of the socialist country.

The Bolshevik Party and the Soviet state set new, more complex, and responsible tasks before our school at the present time. It is necessary to ensure a radical improvement in all school performance and, above all, an increase in the ideological-theoretical level of educational-formative work. It is not merely about eliminating individual shortcomings in school operations, but about a qualitatively new character of all its work, a radical improvement in the quality of education and upbringing of rising generations.

In recent years, our school has achieved significant success in its work, expressed mainly in the following:

a) The school and Soviet teachers work persistently to equip students with solid and systematic knowledge of the fundamentals of sciences about nature, society, and human thought. The results of completed examinations in school fully confirm this conclusion.

b) Soviet teachers actively and consciously strive to implement the principle of Bolshevik party-mindedness (*partiinost*) in teaching the fundamentals of science, toward the correct scientific disclosure of the laws and phenomena of the development of nature and society; they strive to arm students with an advanced Marxist-Leninist worldview.

c) In the learning process, as a rule, facts from the history of domestic science are revealed more fully and deeply, the priority of Russian scientists in a number of major scientific discoveries is demonstrated, achievements of socialist construction in the USSR and successes of Soviet science are widely utilized, advantages of the Soviet socialist system over the capitalist system are shown, sharp critique of bourgeois theories is given, and students are educated in the spirit of Soviet patriotism and national pride.

d) In teaching the fundamentals of science, great attention is paid to linking theory with practice, work on school experimental plots, laboratory and practical sessions in physics, chemistry, biology, and other subjects; issues connecting science with the practice of socialist construction in the USSR are highlighted more fully, which significantly increased the effectiveness of student knowledge and improved their preparation for future practical activities.

e) The quality of extra-curricular educational work directed at expanding the cultural horizons of students and their communist education has increased.

f) The influence of Komsomol and Pioneer organizations in school on students has strengthened.

The Ministry of Education and the Academy of Pedagogical Sciences of the RSFSR have conducted significant work toward raising the ideological-theoretical level of curriculum content and textbooks for general education schools.

However, in the organization of ideological-political education of students, a number of significant shortcomings still remain. Some school administrators and teachers still try to solve the ideological and educational tasks of the school in isolation from students' mastery of basic sciences and detached from tasks of raising educational quality, whereas tasks of educating a communist worldview and behavior in students can be solved primarily and mainly in the process of instruction, based on deep and solid mastery of basic sciences.

In school practice, educational work in the process of teaching basic sciences is sometimes reduced to a collection of individual examples from a particular branch of science, or to attempts at establishing groundless analogies between the past and present.

In the work of some teachers, a well-thought-out and consistent system of educational work is still lacking. The implementation of such a system is hindered by serious flaws in current curricula and textbooks.

Curricula and textbooks in several secondary school subjects suffer from extreme overload. They do not sufficiently take into account age characteristics and the developmental level of students.

Let us cite a few examples. Curricula and textbooks in history are extraordinarily overloaded. In just the second chapter of the USSR History textbook for the 8th grade, there are 40 dates, and in the entire textbook there are 629. This textbook lists many reigning dynasties, names, and city names. At the same time, it contains very few conclusions and generalizations. Teachers do not have time to properly study the textbook material with students and reinforce it in their minds. Memorizing a large number of historical dates and facts on USSR history, students simultaneously have a weak grasp of the lawful process of development of primitive-communal, slave-owning, feudal, and capitalist systems in our country's territory. They confuse epochs and do not see the distinctions between individual periods and stages in the development of social formations.

The USSR Constitution course for the 7th grade is also overloaded and overly complicated. Students aged 13–14 are given in condensed form: the doctrine of the state, fundamentals of state law, doctrine of social formations, class characterization of the social and state structure of Tsarist Russia, excerpts from party history, data from economic geography, world history, etc. This overloading of USSR Constitution programs with complex theoretical and factual material deprives the teacher of the opportunity to acquaint students properly with the life of the Soviet country, the Soviet

system, and the management structure in our country. Students mechanically memorize educational material that is not always accessible to their understanding instead of comprehending and realizing the great significance of the Stalin Constitution, the advantages of our social and state structure, and the greatness of the Soviet Homeland and its people. Ideological tasks of teaching the USSR Constitution, and primarily the task of educating love for the Soviet Motherland, are pushed into the background, and their significance is diminished.

School experience shows that the history of literature curriculum for grades VIII–X is also extremely overloaded. Teachers and students lack time to dwell on literary works, reflect on the problems raised in them, comprehend literary images and character traits of heroes, conflicts between them, fully uncover the ideological meaning of literary works, or understand and evaluate people's behavior from the perspective of the ideals revealed in these works.

On the other hand, some curricula and textbooks do not sufficiently reflect the current state of science and do not fully reveal the ideological-educational tasks of the subject.

Serious shortcomings in this regard exist in Russian language programs and textbooks edited by Academician Shcherba, which were compiled without sufficient consideration for achievements of the new doctrine on language. The program does not provide, and the textbook does not give, necessary general information about the Russian literary language or its origin, nor does it provide information about its rich vocabulary or the main ways of enriching it. Insufficient reflection was given in the curriculum and textbook to the idea

of Soviet materialist linguistics regarding the organic connection between studying grammar and syntax. To carry out the task of educating Soviet patriotism in Russian language lessons, there is an insufficient amount of content in exercise texts, which require very significant updating. The textbook lacks texts reflecting the post-war reconstruction and development of our country's national economy, the heroism of Soviet people on the front lines of peaceful labor, and contains very few texts about the life of Pioneers and Komsomol members.

In mathematics programs and textbooks, major discoveries in the field of mathematics—primarily by our domestic scientists—are not reflected, nor is the role of mathematics in the life of our country revealed.

By decision of the Ministry of Higher Education of the USSR, starting in 1950, applicants to higher education institutions will be required to demonstrate knowledge in the history of domestic mathematics. In light of this, shortcomings of the current school program in mathematics become further unacceptable.

Overloading programs and textbooks with material, along with the non-compliance of certain programs and textbooks with the modern level of knowledge and their insufficient ideological direction, lead to shallow, superficial presentation of individual school subjects in a number of schools, formalism in knowledge, and insufficient practical effectiveness of knowledge.

Raising the ideological-theoretical level of educational-formative work urgently requires eliminating elements of formalism in instruction and upbringing. Formalism in upbringing consists of replacing deep and serious ideological work with talk about ideolody, moralizing, and verbal formulas devoid of concrete meaning. Formalism in upbringing consists of mechanical memorization of rules of conduct whose content and significance are not revealed, thought out, or understood by students, in the absence of a link between knowledge of communist conduct norms and their actual application in life, in a gap between an educator's words and actions when the educator is not an example for students in practice.

The decisive role in raising the ideological-theoretical level of all educational-formative school work belongs to the teacher. The Soviet national teacher, in teaching students the fundamentals of science, educates them in a Marxist-Leninist worldview. The success of upbringing and instruction depends primarily on the depth of the teacher's knowledge in their subject, pedagogical skill, and mastery of Marxist-Leninist theory.

"...The higher the political level and Marxist-Leninist consciousness of workers in any branch of state and party work," teaches Comrade Stalin, "the higher and more fruitful the work itself, and the more effective the results of the work..."[3]

In mastering Marxist-Leninist theory, the teacher must pay special attention to the teachings of Lenin and Stalin on

[3] J. Stalin, *Problems of Leninism*, 11th ed., p. 598.

communist education. It defines the ideological direction in pedagogical work, helping the teacher properly understand the essence of the process of educating, training, and teaching Soviet youth, and implement it in their pedagogical activity.

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What are the ways and means for further raising the ideological-political level of educational-formative school work? Approaching the consideration of this question, one must keep in mind that a school student is a unified personality, though not yet fully formed or educated, but being formed and educated.

The process of communist education is an integrated process. It is determined by the goals and tasks of communist education, which requires system and unity of ideological influences in the process of teaching all school subjects. Not isolated examples and facts of educational value, but constructing the entire learning process so that educational material is essentially revealed from the ideological positions of dialectical materialism—this is what is required of the teacher.

The main task consists of raising the ideological level of teaching each subject, in revealing the leading ideas of science in light of Marxist-Leninist theory.

It is completely unacceptable to have a gap between upbringing and instruction, or between content and methods.

In teaching all academic subjects, the principles of Bolshevik party-mindedness (*partiinost*) and connection with the practice of socialist construction must be implemented more consistently; the priority of Russian and Soviet scientists must

be demonstrated, along with the advantages of the Soviet social and state system, and the reactionary essence of bourgeois politics, science, culture, and morality must be exposed.

A striking example of restructuring teaching on this basis is biology. As is well known, in this case the matter was not limited to mechanically adding new facts and ideas to the old biology course. A radical restructuring of all biological disciplines was carried out in the spirit of Michurin's teachings: living organisms are considered in unity with their living conditions; hereditary phenomena and variability are explained materialistically; the inheritance of acquired traits is taught; dialectical-materialist regularities in the development of individual organisms and the organic world as a whole are revealed; methods for targeted modification of organisms in accordance with human needs are demonstrated; the organic connection between science and the practice of socialist construction and outstanding achievements of domestic agrobiological science are shown; and the role of the policy of the Communist Party and the Soviet state in transforming agricultural nature and developing Michurin's teachings is clarified.

Restructuring the content of the biology course, as shown by the experience of the past academic year, had a beneficial effect on raising the ideological-theoretical level of biology teaching. The power of educational impact on students through this restructuring of course content has increased significantly.

Relying on the experience of restructuring biology instruction, the Institute of Teaching Methods of the Academy of Pedagogical Sciences of the RSFSR developed a number of

proposals for further raising the ideological-political level of teaching other academic subjects in general education schools.

Another task, the solution of which will raise the quality of the ideological-theoretical level of educational-formative school work at this stage, is reducing the volume of educational material studied in school.

The overload of curricula and textbooks hinders the improvement of educational-formative school work. It goes without saying that this is not about lowering the level of general education, nor about replacing difficult material with easy material, but about raising standards and achieving a deeper, firmer, and ideologically conscious mastery of basic sciences by students. For this, it is necessary to unload curricula and textbooks, not through mechanical reduction of their volume, but by excluding all redundant material lacking significance for general education from curricula and textbooks, and perhaps including new material in accordance with the current state of science and tasks of educating Soviet youth.

The Institute of Teaching Methods of the Academy of Pedagogical Sciences of the RSFSR, which worked for many years on compiling curricula, has considerable experience and recognized achievements in this regard. However, revising curricula to reduce them sometimes actually leads to their expansion...

How can this be explained? Firstly, in compiling curricula and textbooks, highly qualified scientific workers usually participate who do not always maintain a direct connection

with the school. When developing questions regarding instructional content, they do not sufficiently account for the general tasks of the school or total volume of instructional material given to students of a given grade; they fail to consider age characteristics of students and prioritize the interests of the specific science in which they specialize.

Another reason for program overload is that work on curricula is done in haste, through current amendments to existing programs. It seems to me incorrect to sever the consideration of learning content into parts: first revising curricula, and only then—textbooks.

If we want to radically improve the situation, we must first of all precisely define the scope of content for individual subjects in accordance with the tasks of general education. After this, it is necessary to draw up new curricula, taking into account the experience of school work under currently active programs, and to compose new textbooks and teacher handbooks for these subjects. Experienced teachers, alongside research personnel, must be brought into this work.

Raising the ideological-political level of educational work requires improving the process of upbringing so that the gap between a student's word and deed is eliminated.

Mental education, influence on consciousness, and the cultivation of consciousness in students are carried out successfully by our Soviet school. The greatest difficulty in its work lies in ensuring the transition of knowledge into convictions, into a holistic worldview; and the latter must determine the actions and conscious behavior of students.

The behavior of schoolchildren in lower grades is determined to a significant extent by the cultural habits they have acquired in the family. This culture of behavior is developed in school, where students master the "Rules for Students" and are subjected to educational influence from the teaching staff.

The greatest influence on the development of a schoolchild's culture of behavior is exerted by the knowledge they acquire, on the basis of which their views and convictions are formed, taking shape into a holistic communist worldview. Therefore, it is necessary that knowledge be presented by teachers in the spirit of Bolshevik party allegiance (*partiinost'*), and assimilated by students not formally, but consciously, as a result of independent mental effort. V. I. Lenin pointed to this side of the new school's work: "...We must set the ability to acquire the entire sum of human knowledge, and acquire it in such a way that communism is not something learned by rote, but something thought through by yourselves—conclusions that are inevitable from the standpoint of modern education."[4]

The primary condition for this is a conscious attitude of students toward learning. It is necessary to organize the life and activity of children at school and at home in such a way that it creates and fosters in them a need for knowledge, a desire, and a sense of necessity to understand something, to get an answer to burning questions. The more closely school education is tied to the child's life experience, sphere of interests, and feelings, the faster the knowledge imparted at school becomes the property of their personality.

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[4] V. I. Lenin, Works, vol. XXX, p. 408.

A well-thought-out system of educational instruction, concreteness, vitality, and persuasiveness in teaching lead to the gradual formation of a communist worldview and behavior in students. In doing so, all classroom and extracurricular work must be subordinated to educational-instructional goals and organized so that overload of students with extracurricular activities is avoided.

In teaching, it is necessary to apply a variety of methods according to the nature of the subject and the age of the students, to make wider use of visual aids, field trips, and laboratory work. The school cannot limit itself to presenting ready-made knowledge, descriptions, and explanations of studied phenomena to students; it must teach them to acquire knowledge independently and creatively apply this knowledge in life. In accordance with this, the principle of connecting theory with practice should be implemented more consistently across all school disciplines. Broad application in schools should be found for diverse independent works by students: observations and experiments, solving experimental problems, laboratory sessions, practical work on the school plot, participation in making self-modeled teaching aids, manageable participation in productive labor, and socially useful work subordinated to the educational goals of the school.

Teacher L. N. Rzhevsky from the Yaroslavl region correctly points out that "it is impossible to give students the foundations of a creative, active science through methods that do not include elements of creative activity. It is not enough to tell

how a human acts upon a plant; it is necessary to show this, to evoke the desire to control nature, and to teach creative labor".

A. S. Makarenko wrote and spoke a lot about increasing the effectiveness of communist education and organizing children's practical experience: "Try seriously, sincerely, and passionately to set a goal to raise a courageous person. For in that case, it will no longer be possible to limit oneself to soul-saving talks. It will not be possible to close the window transom, line the child with cotton wool... and tell them about the exploits of courageous people. 'It is impossible to raise a courageous person if you do not put them in conditions where they can display courage—it doesn't matter in what—in restraint, in a direct open word, in some deprivation, in patience, in bravery...'

Communist will, communist courage, communist purposefulness cannot be educated without special exercises within the collective. Not a method of casual influence, not a method of prosperous non-resistance, not a method of moderation and quietness, but the organization of the collective, the organization of demands on a person, the organization of real, living, purposeful aspirations of a person together with the collective—this is what should constitute the content of our educational work."[5]

These ideas of the remarkable Soviet educator-innovator find an increasingly lively response among teachers. Advanced teachers make great efforts to organize a meaningful, diverse, and purposeful life for the children's collective.

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[5] A. S. Makarenko, Selected Pedagogical Works, Uchpedgiz, 1946, p. 42.

From the very first days of children's stay in school, they unite schoolchildren on the basis of shared academic interests into a friendly collective, ensuring mutual help and mutual responsibility for the successful completion of common tasks.

By solving common tasks together and bearing responsibility for the honor of the school, the class, and each member of the collective, children help and monitor each other, create public opinion within the collective, and thereby absorb positive moral experience, striving to eliminate what is unacceptable to the collective and, consequently, impermissible from the perspective of communist morality.

With proper organization of the children's collective, the child's moral experience is enriched by the experience of the collective as a whole and the positive experience of each individual member.

Raising the ideological-theoretical level of educational work is also linked to addressing the issue of students' socially useful labor.

In his speech at the 3rd Congress of the Komsomol, V. I. Lenin spoke about the impossibility of communist education without the active participation of youth in the revolutionary struggle of workers and peasants, without the direct participation of the growing generation in the construction of socialism.

Experience shows that many schoolchildren, young adolescents, and youths have a fairly significant experience in labor and socially useful activities. Adolescents and youth take direct part in social and labor activities, mastering the forms and methods of social and working life in a socialist society,

becoming familiar with socialist relationships between people. Socialist forms of labor and social life—a work collective, conscious discipline, mutual assistance, criticism, self-criticism, and much more that characterizes the way of life and labor of people in a socialist society—are most fully and deeply mastered by children through their manageable participation in socially useful work.

The task of the school, teachers, and educators is precisely to organize this activity, subordinating it to the school's educational goals.

The higher the social significance of the work performed by the school collective, and the higher the recognition of its social value by adults, the higher the moral-educational value of this activity.

Types of socially useful work for schoolchildren are very diverse: gathering tree seeds for forest nurseries, collecting medicinal plants, working on land beautification and tree planting, helping in the electrification and radiofication of collective farms, participating in election campaigns, etc. One form of social work that has gained great popularity among children and teens is Timurovite teams. They show an example of high consciousness among students and their sensitive attitude toward people. A large number of Timurovite teams arose during the Great Patriotic War. Timurovite teams are a manifestation of new social relations based on collectivism and mutual help.

Serious help to teachers in uniting and bringing together students into a single collective, in fulfilling the tasks of

communist education, and in raising the ideological-political level of educational work is provided by Komsomol and Pioneer organizations.

The 11th Congress of the Komsomol (VLKSM) obligated Komsomol organizations "to render all-around assistance to the Communist Party and Soviet government in raising the new generation to be steadfast, cheerful, fearless of difficulties, and capable of overcoming any obstacles on the path to communism. Raising students in the spirit of Soviet patriotism, boundless devotion to the cause of Lenin–Stalin is the foundation of all educational work of the Komsomol".

The Congress provided immense help to Soviet teachers by directing the attention of school Komsomol and Pioneers to the struggle for high academic performance, strengthening discipline and order in school, and raising the communist consciousness of youth.

The educational value of the Komsomol in school is exceptionally great. The Komsomol organization is an active collective of youth that exerts a massive educational influence on its members, influencing academic improvement and the formation of their overall ideological character.

The task of pedagogical staff in schools is to ensure that the activity of school Komsomol organizations is ideologically enriched, so that educating students in the spirit of Soviet patriotism and boundless devotion to Lenin–Stalin serves as the true basis for all Komsomol educational work, and so that the Komsomol organization plays a leading, forward-looking role

in the student collective and in organizing public work among students.

Komsomols of the Vyritsa secondary school in the Pavlovsky district of the Leningrad region initiated the production of visual teaching aids for their school through the efforts of the students themselves. Over two years, they produced many visual aids in mathematics, physics, and botany, significantly replenishing the equipment of school classrooms.

The same Vyritsa school is known in the Leningrad region for having well-organized young naturalist and experimental work. In the school garden and on the experimental plot, dozens of young Michurinites—Komsomols and Pioneers—work enthusiastically. Over the past year, they conducted many valuable experiments. The vegetables and ornamental plants they grew were presented at the regional exhibition of young naturalists' work.

Instructive is the experience of the Komsomol members at the Kaporskaya school in the Lomonosov district of the Leningrad region. Supporting the initiative of Hero of Socialist Labor Ainabat Begencheva, they took the initiative to create high-yield student links in regional schools. Two links were formed from Kaporskaya school students, headed by Komsomol members. Collective farms supported the students' initiative, allocating land plots, fertilizers, and seed material for them. Both links worked during the summer with great enthusiasm. The wheat yield on the Komsomol school link's plot was higher than the average yield of wheat in the collective farm.

Komsomol organizations provide significant help to teachers in the ideological-political education of Pioneers. In all secondary schools, older student Komsomols serve as Pioneer troop leaders. Everyone knows the facts of Pioneer participation under the leadership of their teachers and leaders in the patriotic movement to assist in the electrification and radiofication of collective farm villages; everyone knows their active participation in implementing the Stalinist plan for the transformation of nature and the planting of field-shelter belts.

Komsomols render serious assistance to teaching staff in conducting political information sessions, political talks, and reports on current political topics.

"Youth wants to feel passion and active work in the Komsomol," says Honored Teacher of Leningrad, Comrade Kropacheva. "The Komsomol must instill a sense of perspective in youth" teach them to see the future in the present —in this, in my opinion, lies the romance of the Komsomol.

The most mundane task—preparing lessons, helping a classmate, working in a Pioneer troop—ceases to be mundane if it is illuminated by the light of the future. For this, all political work in the Komsomol must be concrete, rich in facts, visual, accessible, diverse in form, and appropriate to the age group".

However, deeds in themselves do not educate. Only when a deed is performed with soul, when every participant clearly sees its goal—when the organization of the task allows the abilities and initiative of schoolchildren to show—does labor educate students; then it becomes necessary and pleasantly

romantic, because it offers the joy of being a builder contributing effort to a great nationwide cause.

School Komsomol organizations, by uniting, guiding, and organizing the student body, carry out extensive educational work. What a serious mistake is made by those educators and researchers who overlook this work, fail to properly guide it, do not teach or assist the Komsomol organization, and fail to study or synthesize the experience of its work! By doing so, they complicate and impoverish their own educational work and slow down the proper resolution of scientific pedagogical problems.

The Academy of Pedagogical Sciences attaches great importance to the work of the Komsomol in schools. The Presidium of the Academy discussed the decisions of the 11th Congress of the VLKSM and adopted a resolution to establish a Pioneer and Komsomol Work Sector within the Institute of Theory and History of Pedagogy. Its tasks include scientific development of issues regarding Pioneer and Komsomol organization work in schools based on broad generalizations of practical experience. Beginning in the 1949/50 academic year, expanded research should be conducted on the content, forms, and methods of Pioneer and Komsomol work suited to different age groups of students, in accordance with the decisions of the 11th Congress of the VLKSM. Methodological guides on Komsomol and Pioneer work must be prepared for teachers and school directors and leaders of Komsomol work. The Institute of Theory and History of Pedagogy of the Academy has been instructed to develop the question of introducing into the study plans of teacher and pedagogical

institutes a course on "Foundations of the Pioneer Movement and Komsomol Work in School". The plan and programs for a special seminar on pedagogy reflecting Komsomol work in schools are being considered. An elective course on "Tasks, Content, and Methods of Pioneer and Komsomol Work in School" and corresponding pedagogical practice are being developed for students of teacher institutes preparing to become Pioneer leaders.

Along with the school, communist education of students also takes place in the family. In a Soviet family, socialist relations presuppose a definite set of rights and duties for each member. Duties performed by a schoolchild in relation to family members, being their moral duty, ensure respect toward them from all family members.

A. S. Makarenko, in "Lectures for Parents," provides an exemplary list of chores that children can perform in the family. It is necessary to eradicate among children instances of "consumer psychology," which is subsequently brought into the school. A schoolchild who fulfills an established set of duties in the family feels like a member of the family collective.

Raising the ideological-political level of educational work requires strengthening the school's connection with the family and increasing help to parents in proper organization and execution of family upbringing. The Soviet family often demonstrates examples of good upbringing of children and harmonious joint work with the school. This experience must be studied, generalized, and made available to schools and parents.

The Academy has undertaken work in this direction. "A Book for Parents" has been prepared and is in press, and published books include E. A. Arkin's "To Parents on Upbringing," Makhova's "Notes of a Mother," Menchinskaya's "Mother's Diary," and others. In addition, a number of articles have been placed in the journal *Family and School*.

The struggle to raise the ideological-political level of educational work in our school requires the further expansion of scientific research work in this direction.

The Academy of Pedagogical Sciences of the RSFSR and the pedagogy departments of pedagogical institutes must ensure the resolution of the following immediate tasks:

a) It is necessary to systematically study and generalize the experience of ideological-political education. This study should not be limited merely to collecting material from schools; schools must be helped to study and synthesize their own experience in educating students ideologically and politically. Research staff of the Academy and workers in pedagogy departments studying school experience must, together with teachers, participate in the practical resolution of ideological-political education problems.

b) Work must continue on improving educational content, raising the ideological-political level of programs and textbooks, more consistently implementing the principle of party allegiance (*partiinost'*) in them, while simultaneously carrying out a decisive reduction in the volume of current programs and textbooks.

c) Deepen research into the patterns governing the formation of students' convictions, worldview, and behavior.

d) Elevate specific teaching methods (*chastnye metodiki*) to a new stage, developing them in light of Marxist-Leninist theory, paying special attention to revealing the ideological content of the subject and its communist direction, and focusing on creating teaching aids that help bring these ideas to the consciousness of students.

e) Strengthen the development of pedagogical foundations for Komsomol and Pioneer work in schools.

f) Develop forms and methods for acquainting students of various grades with the policies of the Communist Party and Soviet state.

g) Create a new textbook on psychology revealing the regularities of personality formation in Soviet human beings, and particularly in Soviet schoolchildren.

i) Create a new textbook on the history of pedagogy that provides a Marxist analysis of historical heritage in the field of pedagogy, revealing the struggle of progressive pedagogical ideas against reactionary ones, showing Marxist-Leninist pedagogy as a qualitatively new, highest stage in the development of pedagogical theory and practice.

All scientific-research work in pedagogy must be given a militant, offensive character, exposing the reactionism of bourgeois pedagogical theories.

Relying on achieved successes, the school and pedagogical science must, through joint efforts, raise the ideological-

political level of educational work even higher to successfully resolve the assigned task of raising, educating, and teaching the younger generations in the spirit of communism.

Success in resolving this difficult and noble task is determined by the fact that we conduct it on the unshakable foundation of the all-conquering teaching of Marxism-Leninism, under the wise leadership of the leader of the Soviet people, friend and teacher of Soviet teachers, luminary of science—the great Stalin.

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IDEOLOGICAL-POLITICAL EDUCATION IN THE TEACHING PROCESS

(From work experience)

Decrees of the Central Committee of the All-Union Communist Party (Bolsheviks) "On the Journals *Zvezda* and *Leningrad*", "On the Repertoire of Drama Theaters and Measures for Its Improvement", "On the Motion Picture *A Great Life*", "On the Opera *Great Friendship* by Muradeli", and the reports of A. A. Zhdanov at the meeting of party activists and at the writers' meeting in Leningrad sharpened the attention of workers on the ideological front, including Soviet schoolteachers, to the issue of the ideological-political education of the people and especially the younger generation of our country.

"The young Soviet generation lies tasked with strengthening the power and might of the socialist Soviet system... Our people must be educated, highly principled individuals, with high cultural and moral standards and tastes."[6]

[6] *Report by A. A. Zhdanov on the journals "Zvezda" and "Leningrad". A abridged and generalized shorthand transcript of the reports by A. A. Zhdanov at the meeting of the party active and at the meeting of writers in Leningrad, Gospolitizdat, 1946, pp. 37–38.*

The fulfillment of this responsible and honorable task rests, first and foremost, on the Soviet school and on the Soviet teacher.

At the teacher's disposal are many diverse paths and means for the ideological-political upbringing of students: the lesson, various forms of extracurricular and out-of-school work, influence on students through parents, the public, etc.

In this article, we will focus on one of these means—the lesson, especially since this issue is still insufficiently illuminated in our pedagogical literature.

“The main form of organizing educational work in primary and secondary schools must be the lesson...”, states the decree of the Central Committee of the All-Union Communist Party (Bolsheviks) of August 25, 1932, “On Educational Programs and the Regime in Primary and Secondary Schools.”

Since instructional work must be inextricably linked with upbringing work and is inseparable from it, the lesson is also the main form of upbringing work in school.

When speaking of upbringing work during the lesson process, we mean not dry moralizing, nor an artificial shoehorning of “upbringing moments” into the instructional material, but systematic, planned upbringing work that flows naturally from the instructional material, where the teacher highlights the main political and moral ideas in this material and reveals them to students in an accessible form, proceeding from the age and psychological characteristics of the children and their existing concepts in the realm of the subject taught.

To organize the matter in such a way, the teacher must thoroughly and conscientiously prepare for every lesson, deeply to think it through, draw up a lesson plan, setting educational goals alongside instructional goals.

This applies to lessons in all subjects and across all grades, starting from Grade I through Grade X.

We are reminded of a literature lesson in Grade VIII at Secondary School No. 89 in Moscow on the topic of Ryleev's poem "Ah, I Am Sick at Heart...". Teacher T. I. Yuvalova began her lesson with a quiz on the material assigned the day before, spending about 10 minutes on it. During the quiz, she emphasized features characterizing Ryleev's noble image: his fierce hatred of serfdom and the Tsar, his selfless revolutionary heroism when, tearing himself from the embrace of his beloved wife and infant daughter, he went to his execution, convinced that his death and that of his comrades would not pass without a trace, but would serve as a spark from which the great flame of revolution would ignite.

After the quiz, the teacher conducted an introductory talk lasting 6–8 minutes to prepare the students for a conscious reception of the "Song". In a vivid and engaging manner, she outlined the grim, hopeless situation of the working masses, who groaned under the unbearable oppression of parasitic exploiters: landowners, officials, clergy, and merchants, led by the chief and primary exploiter—the Tsar. Then she showed that under the Tsarist regime, the people had no one to seek protection from against their oppressors. There was only one way out—revolution. Ryleev came to this conclusion as well. He devoted his entire short life to the cause of revolution. He

served it with the power of his poetic talent and with his very life.

Then the teacher expressively read the "Song" and invited the students to open their anthologies and proceed to analyze the "Song," devoting a little over 25 minutes to this, skillfully influencing both the consciousness and emotions of the students.

The students worked with intense attention and great interest. At the teacher's suggestion, they quickly found the passage expressing the main idea of the "Song": *"Ah, I am sick at heart in my native land: all are in captivity, in a heavy fate, it seems, to spend one's age."* They also found passages characterizing the hopeless situation of the people and pointing out their exploiters.

In conclusion, the students found words in the "Song" where Ryleev points to a way out of the situation: *"How long will the Russian people be the trash of lords, and people treated like livestock, how long will they trade them?" — "What was taken by force, we will redeem by force..." "Well, we ourselves have mustaches, so keep that in mind."*

Instilling in students a sense of irreconcilable enmity and hatred toward exploiters and the exploitative system, the teacher switched at the end of the lesson to coverage of facts about the happy life of our people under the Soviet system.

She taught the boys and girls to value the achievements of the Great October Socialist Revolution, fostering in them love and devotion to the Soviet State, the Party of Lenin–Stalin, which steadfastly leads our great Motherland from victory to victory.

History instruction presents the teacher with broad opportunities for carrying out ideological-political education of students during the lesson.

History teacher for middle and upper grades at School No. 636 in Moscow, S. S. Rabinovich, sets a goal to—alongside instilling systematic and solid knowledge—develop in students a Marxist-Leninist understanding of historical facts and events in their dialectical development, and to cultivate an active attitude toward the social life of our socialist Motherland (to live and work for the collective, for the Motherland).

She attaches great importance to a methodologically correct lesson structure: proportioning instructional material, planning it, clearly formulating lesson goals, and providing a systematic presentation of historical facts and events in their dialectical development. She alwaysaccustoms students to drawing conclusions and generalizations from concrete facts and events. This methodological side of her lesson is always well-organized, which strongly disciplines the student body and contributes to forming a materialistic worldview in students.

She makes extensive use of excerpts from fiction literature; for example, on the topic "Slavery in Ancient Rome" — Lermontov's "The Dying Gladiator"; on "War with Sweden under Peter I" — relevant excerpts from Pushkin's "Poltava"; on "The Great Patriotic War" — excerpts from Fadeyev's "The Young Guard", etc.

She pays great attention to instilling in students the skills of independent work.

In Grades VIII and especially IX and X, students are trained to outline notes on certain topics. For example, in Grade X, on the topic "Socialist Construction during the Civil War Years," students read and outlined V. I. Lenin's articles "All Out for the Struggle against Food Shortage and Transport Breakdown!", "From the First Subbotnik on the Moscow-Kazan Railway to the All-Russian Subbotnik", and others.

Students' independent work on material, while expanding and deepening knowledge, instills in them a love for labor, the ability to overcome difficulties, and accustoms them to knowing the joy of work.

Our primary concern is the education in students of a sense of *life-giving Soviet patriotism*, the ability to fight for the happiness and prosperity of the socialist Motherland. This is accomplished when covering a series of topics, such as "The Civil War," "The Great Patriotic War," etc.; when studying the life and activity of the genius leaders V. I. Lenin and I. V. Stalin, as well as their comrades-in-arms—V. M. Molotov, K. E. Voroshilov, L. M. Kaganovich, M. I. Kalinin, G. K. Ordzhonikidze, S. M. Kirov, M. V. Frunze, and others.

A great merit of her lessons, from the standpoint of students' ideological-political education, is the fact that for the majority of topics she skillfully links material with contemporary events, training students to follow them through newspapers and magazines. Thus, when covering the Grade VII topic "Spain in the 11th–15th Centuries," concrete material (the heroic struggle of the Spanish people with the Moors for their land) is used to build a understanding of just and unjust wars. Attention then focuses on questions such as: who is in power in

Spain currently, Spain during World War II (the Blue Division), Spain after the defeat of Hitlerite Germany, the demands of democratic nations regarding the fascist Franco government, etc.

On the Grade VIII topic "Manifesto of the Communist Party," the teacher analyzes the process of the working class's emergence, the main stages of its historical development, and its historical role as the gravedigger of capitalist society and creator of the communist system. Comparing the position of working people in capitalist countries with that in the USSR, she demonstrates the advantages of the Soviet state system.

She trains students to prepare reports on historical topics, such as "Foreign Policy of Catherine II", "Essence and Character of Internal Reforms of Peter I", using additional material for this (anthologies, literary fiction like A. Tolstoy's novel *Peter I*).

Great attention is devoted to field trips on curriculum topics and processing material gathered during them to support ideological-political education. Field trips are usually conducted to museums, art galleries, historical sites, etc. Before each field trip, the teacher holds a preliminary talk with the class, clearly formulating the topic, stating its purpose and essential exhibit details requiring special focus, and giving directions on taking notes during observation. Individual students are assigned to oversee order during the excursion, instilling a sense of responsibility for the collective. After the trip, a concluding discussion is held or an essay is assigned on a topic linked to the excursion.

In this manner, field trips were conducted to Fili on the topic "The Patriotic War of 1812," and to the Museum of Captured Weapons on "The Great Patriotic War".

Geography teacher at Secondary School No. 636, P. A. Dyakonov, who teaches this subject in Grades V–IX, also systematically carries out for this, a lot of supplementary material to the textbook is used, especially newspapers and magazines.

All of this, while expanding the scope of students' knowledge, develops them and cultivates in them a sense of love for the socialist system and for the Motherland.

Extensive ideological-political work during lessons is conducted by N. P. Grigor'eva, a biology teacher at School No. 636.

Along with educational tasks, she sets the following upbringing goals for her lessons: a) to evoke students' interest in the subject and cultivate a love for it; b) to demonstrate the importance of biology among other subjects in the curriculum; c) to foster in students a feeling of love for nature and a feeling of love for the Motherland; d) to instill a sense of pride in humankind, which has subdued nature (perseverance, respect for human beings, a materialistic worldview); e) to develop students' external senses—teaching them to listen to, inspect the studied object, get acquainted with it by touch, study its smell (flower, leaf), determine its taste (fruits, vegetables), i.e., to develop powers of observation in students; f) to accustom them to using instruments and devices; g) to teach them to synthesize and draw appropriate conclusions and record them;

h) to teach an understanding of the interconnection between an organism and its environment; i) to cultivate a sense of collectivism and love for the Motherland, for the Soviet system; j) to inspire a desire to join the ranks of the front-runners of socialist construction.

Depending on the educational material and taking into account the age characteristics of the students, N. P. Grigor'eva carries out these various educational tasks during the lesson.

She usually begins her lesson in the middle grades (V–VI) by announcing the topic, and in the upper grades—the topic and its outline consisting of 2–3 main questions. Students write down the topic and outline in special notebooks. Then she presents the instructional material with appropriate demonstrations corresponding to the questions outlined. For example, in Grade V on the topic "The Leaf," she demonstrates an experiment on oxygen release by an aquatic plant (in this case, *Elodea*) under light. After presenting the material, the teacher invites the students to ask questions and engages them in discussing the essence of the questions asked. Usually, those students who read additional material to the textbook (for example, in Grade V on the topic "The Stem," they are recommended to read the story "The Largest Grass in the World" from Wagner's book *The Life of Plants*) always have something to add or clarify in connection with the questions posed. Sometimes, based on their personal observations or knowledge from other sources, some students already hold a ready-made opinion, though occasionally an incorrect one. All of this comes to light during the discussion, is refuted by others, and the lesson takes the form of a *peculiar debate*.

To broaden and deepen students' knowledge and cultivate firm and correct convictions in them, literature is recommended for supplementary extracurricular reading on the topic being studied (for example, in Grade V on the topic "The Stem" — the story "Giants of California" from Wagner's book *The Life of Plants*). Using the outline provided during the lesson, students find the material they need on the topic in the table of contents of the recommended aids, read it, and take out interesting examples, thereby expanding their horizons and deepening the knowledge gained in the lesson.

Certain sections of the syllabus, such as "Darwin's Voyage Around the World" in Grade IX, are studied through **reports**, without being covered in regular lessons.

Usually, Comrade Grigor'eva obligates every student during the academic year to prepare an essay on a particular topic. In Grade IX, topics such as the following are suggested: "Organism and Environment," "The Phenomenon of Anabiosis from the Standpoint of Darwin's Theory," "The Influence of a Light Filter on Fish Coloration". The topic of the essay is chosen by the student voluntarily. For each topic, she provides an outline along with recommended literature, and selects students to give reports in lessons on those sections of the course that she plans to cover through student presentations.

After each such report in class, a discussion is held: a) on content, b) on presentation form, c) on the selection of factual material, d) on the use of visual aids, and e) on the ability to conduct oneself during the report.

Checking the student essays on the foundations of Darwinism showed that the majority of students coped fully with their task. In doing so, they displayed a great deal of persistence and tenacity. For instance, student I. visited pet stores multiple times to acquire an axolotl, which, according to his topic, he was supposed to transform into an ambystoma.

In connection with their project topics, many students conducted diverse excursions into nature: student D., in connection with the topic "The Struggle for Existence," visited peat workings several times to study the life of diving beetles under natural conditions; student P. went to suburban ponds to study the life of the aquatic plant *Elodea*; a number of students went to Sokolniki to study artificial selection using pansies as an example, and natural selection using cabbage white butterflies; many visited the zoo in connection with the topic "Adaptability of Organisms to Their Habitat," studying the lives of budgerigars, fish, predators, large herbivores, etc., there.

This enthusiasm of the students for their work naturally drew in and engaged many parents in helping their children. Together with the students, they came to N. P. Grigor'eva for consultations.

All of this contributed to bringing the teacher closer not only to the students but also to their parents, which is so important in pedagogical work.

When proposing that a student write an essay on a particular topic, Comrade Grigor'eva gave each of them written instructions specifying:

1. What popular-science literature can be used on the given topic.

2. How to set up an observation or experiment.

3. How to keep an observation diary.

4. How and into what form to mold all obtained data, wherein the recommended procedure for recording the obtained data in the diary was in the following sequence:

a) description of the living object in connection with its habitat,

b) its place in systematics,

c) description of the experiment,

d) synthesis and conclusions based on the experiment,

e) scientific (Darwinian) explanation of the obtained data,

f) indication of the literature used by the student on their topic.

With such clear guidance for the students' supplementary work, many difficulties in its execution are eliminated, and the student has a clear goal for the work and paths to accomplish it. In addition, the student develops a taste for research and research skills.

It is completely obvious that such work involving popular science literature and accompanying field trips enriches students' knowledge, expands their horizons, develops

industriousness, self-reliance, initiative, and the ability to overcome difficulties, while instilling interest and love for the subject and for science.

A major educational influence on students is exerted by the **independent work** practiced by Comrade Grigor'eva in lessons, which she begins as early as Grade V.

The subject of botany is in the most advantageous position in terms of organizing independent work for students. At the botany teacher's disposal are a number of methods through which all students in the class can be engaged in independent work. These include: laboratory sessions (for example, in Grade V—studying the structure of stamens and pistils of a flower under a magnifying glass; in Grade VI—observations of earthworm movement), work with a microscope (for example, in Grade V—the structure of cells from onion skin, a green leaf, or tomato pulp), film lessons (for example, in Grade V—Michurin's work on breeding new varieties of fruit and berry plants), field trips (for example, in Grade V—to the experimental plot in Sokolniki on the topic "The Leaf" to study plant adaptability to wet and arid habitats; into nature—to study structural features of early-flowering plants, etc.). Comrade Grigor'eva skillfully uses these methods when covering various lesson topics.

Most often, she uses a **conversation with handout material** or the demonstration of various objects and charts. To cultivate attention, observation, and critical thinking in students, she does not limit her talk merely to communicating factual material and demonstrating objects; she directs the students' attention to analyzing these phenomena in their interconnection

with the surrounding environment, thereby guiding the consciousness of students toward appropriate conclusions and principles.

Thus, for example, when covering the topic "Dispersal of Fruits and Seeds," N. P. Grigor'eva usually poses the following questions to the students:

1. How many fruits and seeds are produced by various familiar plants (apple, cherry, bird cherry, wheat, sunflower, poppy, dandelion, etc.)?

2. What happens to the fruits and seeds of wild plants after they ripen?

3. What conditions might seeds encounter when scattered by wind and birds?

4. What would happen if all the seeds fell directly under the parent plant on which they were formed?

5. What significance does the green coloration of unripe fruits have for the plant?

6. What significance do bright coloration of ripe fruits and their juicy pulp have for the plant?

7. What adaptations do dry fruits have for their scattering and dispersal?

All these questions evoke *interest* in students, demand active mental effort, analysis of given phenomena, and reveal the essence of the process of seed scattering and plant dispersal in nature.

To consolidate the acquired knowledge, Comrade Grigor'eva gives appropriate homework:

1. Count how many seeds are in the fruits of a cucumber, a tomato, in a poppy capsule, etc.

2. Collect seeds of maple, linden, and dandelion, and perform an experiment with their flight.

3. Assemble a collection of juicy and dry fruits.

To develop students' thinking, Comrade Grigor'eva usually offers *problematic questions* at the end of the lesson.

For example, after presenting the concept of the structure and life of lichens, she poses the following questions to the students:

1. Why, in Famintsyn and Baranetsky's experiment, did the fungal hyphae (colorless filaments) rot in water while the algal cells multiplied?

2. Why are fungi and algae not found separately on bare rocks?

3. Where are there more lichens—on the edge of a forest or deep within a dense forest, and why?

4. Why are lichens rarely found in a pine forest, whereas they are very abundant in a spruce forest?

5. On which side of a tree trunk do lichens grow more heavily?

Lessons conducted in the form of lively conversations where problem-based questions are posed to develop students'

thinking always proceed with great activity from the entire class.

These questions, while developing students' thinking, awaken in them an interest in nature and science, contributing to the formation of a worldview.

Independent work during the lesson is continued in the "nature corner" (for example, in Grade V—germinating bean seeds with one and two cotyledons to determine the significance of nutrient reserves in the seed; observations of bud burst on branches; development of plants from a bulb, tuber, rhizome, etc.), and is supplemented by individual homework assignments (plant propagation by layers, cuttings, division of rhizomes, leaves) and other types of work with mandatory recording, which reinforces the work conducted during lessons.

An analysis of biology lessons leads to the conclusion that a well-prepared, strictly thought-out lesson (and not only on the foundations of Darwinism) by a teacher who loves their work, besides imparting solid and firm knowledge to students, will always carry great educational significance.

The best teachers presenting subjects in the **physics and mathematics cycle** also systematically conduct educational work during their lessons.

Significant opportunities for conducting ideological-political work during the lesson are presented by the subject of physics.

B. S. Zvorykin, a physics teacher at Secondary School No. 315 in Moscow, systematically carries out work on the ideological-political education of students in his lessons. For example, when covering the topic "Vaporization" in Grade IX, he

explained in detail the conditions favoring evaporation: temperature increase, removal of formed vapors, and increase of surface area. After this, he told the students that in the law on the Five-Year Plan, there is a resolution on increasing irrigated areas in Armenia through the use of water from the high-mountain Lake Sevan. This lake is fed by 29 rivers, and only one—the Zanga—flows out of it. He read the class a lively and interesting article from *Pionerskaya Pravda* dated January 31, 1947, dedicated to the future grand construction project in Armenia, and held an engaging discussion with the students.

It is understandable that the choice of material upon which ideological-educational work can be built cannot be dictated to a teacher. Here, much depends on the inclinations and experience of the teacher themselves.

During the Great Patriotic War, Comrade Zvorykin served in the Soviet Army as a radio operator. In his lessons on the basics of radio technology, he told students about his observations at the front regarding German military radio equipment, which, despite being visually attractive with fine detail finishing, proved to be bulkier and possessed inferior tactical-technical specifications compared to ours. His account was delivered with the aim of showing the superiority of socialist industry over capitalist industry.

Proceeding from the premise that matter, acting upon our sense organs, produces sensations, and that matter is objective reality given to us in sensation, he consistently guides students toward an understanding of the material nature of everything studied in physics.

By revealing the views of Mayer, Helmholtz, and Joule, which showed that energy can neither arise from nothing nor disappear without a trace, that energy represents an inherent property of matter, that matter itself is indestructible, and finally, the equivalence of matter and energy proven by Einstein and practically confirmed in our day, B. S. Zvorykin convinces students of the absurdity of the question regarding a "first push"—that is, he conducts anti-religious work.

For teachers to skillfully conduct ideological-political work during lessons, significant self-improvement work is required. A teacher must strive to raise their ideological-theoretical level and earn authority among students through their attitude toward work, deep knowledge of their subject, the ability to approach students, find a common language with them, understand the student, and guide them along the path of tasks facing the youth of our Motherland. That is precisely how the best teachers of our school work.

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ON IDEOLOGICAL EDUCATION IN LITERATURE LESSONS

Literature classes provide the richest material for educating our youth in the spirit of communist morality. By its very nature, literature is a peculiar "artistic human science". It speaks first and foremost about humans and is addressed to humans. Images of people, their thoughts, feelings, actions, lives, labor, and struggle always occupy a central place in literature. Reading and studying literary works, we come to know the life and real actuality reflected in them.

In coming to know life, we draw certain "life lessons" from this knowledge. Hence stems the enormous educational power of literature and its significance as a powerful means of shaping human personality. This constructive, effective, active role of literature and its influence on human mind, feelings, and will, as well as on shaping character and worldview, is vividly expressed in the famous words of I. V. Stalin: "Writers are engineers of human souls." A. A. Zhdanov spoke of this same idea in his report on the journals *Zvezda* and *Leningrad*: "Bolsheviks value literature highly; they clearly see its great historical mission and role in strengthening the moral and political unity of the people, in rallying and educating the people."

Educating communist morality is not a minor or peripheral issue in teaching literature at school; it cannot be resolved

merely through appropriate chats with students at school, organizing literary evenings, or "moralizing" in connection with analyzing individual artistic works. This question is resolved by the entire system of work in literature, serving as its ideological core. The task of educating communist morality can be successfully resolved only on the basis of a scientific, Marxist-Leninist analysis of literary life phenomena.

Let us turn to revealing the content of work on ideological education, and in this article analyze how this work should be conducted using classical literature as material.

I

In the course of socialist construction in the Soviet country, new living conditions and new relationships between people have taken shape, and on this basis, the entire moral character of our people has radically changed. "We are not the same today as we were yesterday, and tomorrow we will not be the same as we were today. We are no longer the same Russians we were before 1917, and our Rus is no longer the same, and our character is not the same. We have changed and grown along with those grand transformations that radically altered the face of our country."[7]

We can now boldly say that a new morality has formed among us, the essence of which is determined by the tasks of building communism in our country. "At the basis of communist morality," said V. I. Lenin, "lies the struggle to strengthen and complete communism."[8] The behavior of Soviet people, their

[7] A. A. Zhdanov, *Report on the Journals "Zvezda" and "Leningrad"*, p. 36.
[8] V. I. Lenin, *Works*, vol. XXX, p. 413.

activity in all spheres of social life, and the structure of their thoughts and feelings are determined and guided precisely by this struggle for strengthening and completing communism, which has become the vital cause of all Soviet people.

What are the main features of the Soviet human—the creator of a new life and a fighter for it?

The most essential, all-encompassing trait of Soviet people is a deep sense of **Soviet patriotism**, at the core of which lies a passionate and deep love for the socialist Motherland, for our people—a worker-people and warrior-people—and boundless devotion to the most advanced ideals of humanity, those ideals carried to the world by the great party of Lenin–Stalin. This feeling engenders in Soviet people grandeur of spirit, a consciousness of their dignity, and iron endurance in the face of severe trials.

Love for the socialist Motherland in Soviet people is combined with a burning hatred toward its enemies. "...It is impossible to defeat an enemy without learning to hate them with all the powers of one's soul," says I. V. Stalin.

Soviet patriotism is incompatible with servility toward bourgeois culture or foreign influence. V. G. Belinsky said as early as his time: "It is enough for us to bow before everything European merely because it is not Asiatic." Soviet people, having built the world's first socialist society, are proud of their achievements and the superiority of their socialist culture over bourgeois culture; this sense of Soviet national pride and feeling for the honor of the Motherland, inseparable from one's

own honor, is the most exalted trait in the moral character of our people.

Communist morality presupposes a creative attitude toward labor. A Soviet person is, above all, a person of labor. Labor constitutes a deep need of their soul; it cements, as it were, the spiritual qualities of a Soviet person and serves as a necessary condition for their moral growth. If an advanced Soviet person were deprived of the opportunity to work creatively, the world would instantly dim for them. Parasitism in whatever form is organically alien to them. Labor in our country has become, in the words of the great Stalin, "a matter of honor, a matter of glory, a matter of valor and heroism." And indeed, genuine patriots, viewing public affairs as their personal concern, pour boundless persistence, industriousness, high craftsmanship, and inexhaustible love for the Motherland into their work.

Along with this, qualities such as courage, bravery, fearlessness in struggle, a sense of friendship, comradeship, mutual support, endurance, and stamina must be noted in the moral character of Soviet people. At the same time, it is necessary to point to cheerfulness of spirit and mental health as characteristic traits of the new human. Soviet people conquer not only by force of their weapons, but also by the high qualities of their soul, their moral-political superiority, and their unity around the party of Lenin–Stalin, whose policy reflects the vital interests of all Soviet people.

Such are the main traits and qualities of the new Soviet human —the embodiment of communist morality. The development of these traits must constitute the foundation and determine the content of educational work in literature classes.

Speaking of the content of educational work, it is necessary to point out a whole series of vague notions held on this score by individual teachers. Thus, in teaching practice, questions like these frequently arise:

> If we are to cultivate Soviet patriotism in children, should we instill in them a love for old Russian antiquity?
>
> If we are to develop a sense of Soviet national pride in students, is it worth explaining to them the significance for universal human culture of Western European writers such as Shakespeare, Molière, Byron, Goethe, and others?
>
> If we are to expose the lack of ideology and apolitical nature of decadent, declining literature, is it worth talking about the value and significance of the works of symbolists like Bryusov and Blok?
>
> If we are to clarify the class nature of literature, should the work of Pushkin be linked with gentry culture?
>
> Does education in communist ideology require glossing over cultural values created in the pre-Soviet era by writers with a historically and socially limited worldview?

These and similar questions may arise either as a result of a superficial attitude toward the task of youth's ideological education, or from an insufficiently deep realization by teachers of the Leninist-Stalinist teaching on socialist culture and the necessity of critically mastering cultural heritage.

The task lies not in dulling students' interest in cultural values created in pre-Soviet times by the Russian people or other peoples, but in teaching them to critically master the achievements of world culture and use them for the further development of our Soviet culture—the most advanced culture in the world.

It is known that when studying literature in school, the best examples of classical and contemporary Soviet literature are brought in. Let us analyze first what old classical literature can offer for educating communist morality, and how educational work should be conducted using this literature as material.

II

There is no doubt that Russian classical literature, representing an extraordinarily rich source of healthy influences, carries immense spiritual wealth to our students. It is enough to recall A. M. Gorky's statements about Russian literature[9] to understand what it was and what role it played in the life and destiny of the Russian people.

Among other world literatures, Russian classical literature stands out in its best examples through its service to the needs and interests of its native country, progressive social ideas, love of freedom, humanness, moral light, and pain for a person disfigured by the harsh conditions of a grim life. It is also remarkable for its courage, innovation of ideas, its ability to "dream" about the future, and its call to the exploited masses of the people toward the destruction of everything dilapidated and ugly in life that degrades and defiles human dignity.

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[9] See A. M. Gorky's article "The Destruction of Personality."

It also vividly manifested love for the motherland and life-affirming fervor, which found their fullest expression in the political struggle against the arbitrariness and violence of the exploiting classes over the working people.

The progressive ideas of Russian literature are expressed in a beautiful, highly artistic form corresponding to its elevated content. Thanks to this, all these ideas penetrate into the "secret of secrets" of the human heart.

All of this is indisputable. But how do we ensure that the ideological, moral, and aesthetic riches of Russian classical literature reach the students, so that they educate them as Soviet patriots, builders of a communist society, who are devoted to the end to their Motherland?

Reality as depicted in the works of classical writers is the reality of our historical past. In this reality, there is much that is incomprehensible to Soviet schoolchildren. A different historical setting, different conditions of social life, different manners, customs, a different structure of thoughts and feelings of the characters—all of this must be appropriately interpreted and correctly understood by students. It is completely obvious that this requires a great deal of explanatory work from the teacher.

However, in perceiving the setting of the past and the people of the past depicted in classical literature, Soviet students cannot help but react from the standpoint of contemporary ideology. They live in the conditions of Soviet reality; to them, the traits of a Soviet person, their deep patriotism, the heroism of their actions, and their socialist attitude toward labor are clear. The

past in the consciousness of students is inevitably correlated with the present, the personal qualities and traits of heroes of classical literature are transformed, and on the basis of all this, a complex process of "re-evaluating values" of the past occurs, selecting and contrasting them with the conditions of contemporary reality, with contemporary people, and with themselves.

To be able to understand and critically evaluate the ideological and emotional richness of each work; to be able to convey everything valuable within it to the consciousness and feelings of students; to be able to awaken a lively response in their hearts, evoke a bright answering flame of thought and feeling, and transfer everything worthy of imitation into the practice of students' real-life behavior—this means, step by step, educating and forming the personality of young Soviet patriots, teaching them to view literature as a chronicle of the people's life, and to see in a writer a fighter, a citizen, a companion, and a teacher of life.

But how can one choose a writer or writers as companions in life if in their work we find a gallery of "fossils" from the landlord world, or moral monsters and embezzlers from bureaucratic circles, or passive, incapable-of-work extra/superfluous people who do not know where to direct their strength, knowledge, and abilities?

Yes, by the very nature of the reality that surrounded writers in the past, its depiction bore primarily an accusatory, critical character. Writers were forced, in Gogol's words, not so much to "display the beauty of everything best that exists in human beings," as to show "all the worst that exists in human beings";

that is why their main task consisted in struggling against a life that condemned a person to "the worst." The pages of classical literature works abound with characters who are carriers of "all the worst that exists in human beings." But the normativity of art lies precisely in the fact that even on such material, one can cultivate worthy, noble human qualities.

However, it would be a profound mistake to think that the meaning of our classical writers' work was reduced solely to exposing the "ulcers" of former times, and that in Russian reality of the past they had nothing more to depict except its shortcomings. Indignant at everything that held back the development of the people and condemned them to privation and suffering, Russian writers untiringly exalted the image of our great Motherland and the image of the Russian person with their remarkable character traits.

Thus, alongside negative material, classical literature provides the richest positive material, which can be used with immeasurably greater success than the former to resolve the tasks we have set.

III

The educational effect in literature classes will be all the stronger and more significant the more deeply and persuasively the ideological and emotional richness of the analyzed works of art is revealed, and the more lively and active the students are involved in working on these works.

The first part of the formulated principle places definite demands on the literature teacher, upon whom the success of educational work mainly depends. The teacher must, first of all

reinforce homework completed by students through the timely return of carefully checked notebooks.

Some might object that all these are minor details. We deliberately took these "minor details" because in educational work there are no minor details: in it, everything is large, everything is significant. Of course, one could cite more striking examples, examples of a different order, but it was important for us to show that for a teacher to be authoritative, they must be consistent—only then will they be, in the full sense of the word, a teacher, a mentor, and an educator of youth.

Success in work regarding education in Bolshevik party allegiance (*partiinost'*) and communist morality depends in many ways on the ideological-political and theoretical preparation of the teachers themselves. The ideas of Marxism-Leninism, the foundations of party policy, and its ideological principles must become a deep internal conviction for every teacher, and a dialectical-materialistic worldview must be the foundation of all their activity and all their work in school. Therefore, the most essential task of every literature teacher is the deep and systematic study of Marxist-Leninist theory, as well as the study and deep understanding of party policy and the policy of the Soviet state. But it is not enough merely to study and understand Marxist-Leninist theory or the policy of the party and Soviet state; all of this must be placed at the foundation of everyday work, and one must consistently be guided by this theory and policy in pedagogical practice. Only under this condition will the teacher find the most persuasive

means and correct paths for the communist education of students.

Such are the main requirements placed upon a literature teacher in school.

IV

Educating communist morality is a complex and lengthy process, accomplished not only through a particular subject or school, but through our entire reality as a whole: when a mother gives certain instructions to a child, when a father through his example teaches his son to do one thing and not do another, when children read they know the poem "What is Good and What is Bad" [by Mayakovsky], and through a whole series of other examples from surrounding reality, they assimilate certain norms of moral behavior. In works of classical literature, individual categories of genuine human morality will also be revealed to students, which can enter as an integral element into the content of what we call communist morality.

However, the upbringing of communist morality cannot be reduced to the assimilation of "copybook truths," to the assimilation of a specific "moral code". Moral principles should be a guide to action in an endless variety of life situations. It is impossible to foresee all these situations; therefore, the main educational task of the school (and of each individual subject taught) should be to raise the general culture of communist morality and the conscious responsibility of students for their words, deeds, and actions.

Above, we spoke about the fact that the educational effect in literature classes will be stronger and more significant the more vividly and actively students are involved in the process of working on literary material. Let us develop this proposition in more detail.

In literature classes, it is important to evoke an active attitude among students toward the material being studied. They must feel that they are reading and studying literary works not only to enrich their memory or expand their horizons, but in order to learn to live and struggle. Therefore, it is important for the teacher to ensure that students learn to correlate the material of a literary work with their own life experience, so that they feel the need for constant evaluation of their actions, feelings, thoughts, intentions, desires, etc. With such an attitude toward literary material, its educational effectiveness increases significantly.

The process of educating students should simultaneously be a process of self-education. Without the activity of students, without awakening their interest, their will toward self-education, any kind of one-sided actions coming only from teachers to students will be regarded by the latter as a kind of "iron" [fetters] of an intrusive pedagogue must be fully equipped with material and method. He must know the subject well, the literary life of each era, historical facts, master Marxist-Leninist methodology, and pedagogical skill. More is required from a literature teacher than from a teacher of any other subject: he must not simply present his subject, impassively recording various facts of literary life, dryly and soul-lessly analyzing imagery, etc. Literature lessons must be

especially inspiring, since only that which comes from the heart stirs the heart. The literature teacher, tracing the fates of characters in literary works, must interest students in these fates and evoke an appropriate emotional response toward them. The power of reason, logical analysis, the persuasiveness of ideological-political evaluations alongside the pathos of sincere and direct experiences—this is the atmosphere in which literature classes in school should take place.

Speaking of the teacher's role, it is necessary to stop on one more point. In educational work, there is nothing more dangerous than inconsistency. Every teacher must unconditionally be such, or at least sincerely strive to be such, as he would like to see each of his pupils. It is not enough to talk about worthy models of behavior, it is not enough to refer to various statements of heroes, to aphorisms of famous writers and educators—one must strive to make everything worthy an internal need of students, to enter their life experience, into the practice of personal behavior.

“Hundreds of words will not cut into the soul the way the deed of one will,”—and this is indeed so. Edifying only through words is the least effective path of educational work. The educational process must be active, effective, and therefore least of all verbal.

If a literature teacher demands expressive reading and figurative speech from students, he must first of all show examples of such reading and speech himself; if he demands that students learn as many texts by heart as possible, he must know by heart at least part of these texts himself: a completely

mandatory requirement is the timely execution of gogical care. This needs to be foreseen and tactfully prevented.

When we speak of the activity of students in terms of educating communist morality, we mean, above all, ideological activity: the school must teach students to distinguish advanced, progressive ideology from reactionary, regressive ideology. A young Soviet citizen must be able to independently navigate false views, ideas, thoughts, and actions, opposing them with specific positive solutions; he must be able everywhere and anywhere to be guided by a system of correct scientific views and the most advanced ideas with which Marxist-Leninist theory arms us. Without such active ideological engagement, students will not be able to extract the necessary "lessons" from literature classes, nor will they later be able to pass the "exam" of practical life itself, which requires ideological activity from them to a greater extent than the school requires.

Meanwhile, among individual teachers, instead of cultivating student activity, excessive dogmatism in teaching is observed, an orientation toward mechanical memorization of material and conclusions, and sometimes a tendency to suppress the personality of students, manifesting in an unwillingness to allow them "to dare to have their own judgment."

With satisfaction, it can be noted that such phenomena are not so widespread; more often, one can observe examples of work where student activity is nurtured and encouraged. This is evidenced by classroom and home compositions of students, their creative works, essays of graduates, etc.

Here are a few examples demonstrating the ideological activity of students.

One 5th-grade student, after Nekrasov's poem "Logging" was read and analyzed, wrote her own poem on the same topic. She made broad use of the poet's motifs, but her ending was completely different. In the last two lines of her poem, she writes that in place of the logged forest, a new, young, even more beautiful forest will grow. This sincere manifestation of the movement of a still-childish soul was expressed somewhat naively. But what is important is that the twelve-year-old optimist introduced a certain adjustment into Nekrasov's poem by Nekrasov, which evokes a mood of sadness and longing, whereas the girl does not want this situation to be hopeless; she believes in the joy of life and does not reconcile herself to suffering, even if it is only in a poem.

Many 10th-grade students—some secretly, others openly—cannot "forgive" the positive hero of *The Cherry Orchard*, Petya Trofimov, for being incapable of genuine, active, energetic love for Anya, for not knowing how to truly intervene in the "fate" of the cherry orchard and save it from the rapacious Lopakhin as a great value, as the embodiment of beauty. In these arguments, there are controversial points, but in one thing they are right: Petya Trofimov is truly worthy of condemnation for the vagueness and haziness of his ideals, for his practical helplessness.

These examples (and their number could be multiplied) testify to the pulsation of living thought in our students, to searches for new assessments and interpretations, to their ideological

activity. Without this, successful moral-political upbringing of our youth in the spirit of Soviet patriotism is impossible.

V

Art is always capable of touching the sensitive strings of the heart. Only people with an extinguished intellectual life can remain indifferent to the works of great artists. Such indifference has no place in literature lessons. Ardent excitement, an intense life of mind and heart must invariably accompany literary studies. Ideological depth, high artistic quality of the best works of classical and contemporary literature are capable of ensuring this ardent excitement and intensity with which students approach the study of each new work of a great artist. The teacher must meet the demands placed upon him both by the literary material itself and by the high goals of teaching. After all, in the lesson, he is a commentator on the great artists of the word; he helps to understand the intent of their works more deeply, and, alongside the artist, acts in the role of a sower of great ideas.

If it is true that the yield depends on the depth of plowing the soil layer, then it is permissible to wonder how deeply the teacher turns up the virgin soil of artistic works (and for students, every new work, of course, is virgin soil). Observations show that the ideological riches of literary works are not always revealed with sufficient depth, and this means that these works do not give everything they could give with correct and qualified usage.

Here are a few examples showing how the study of literary works in 7-year and secondary schools can be deepened, thereby increasing their educational significance.

It is known that Krylov's fables are wonderful concentrations of ideologically educational life lessons. However, working on them "without soul," "formally," shallowly, it is very easy to narrow and impoverish their ideological-emotional content and make them uninteresting for children (as sometimes happens).

Observations of the work of a number of teachers show that the narrowing and impoverishment of the meaning of fables is often the result of them being understood merely as simple allegory, an allegorical depiction of some everyday or historical phenomenon, whereas I. A. Krylov's fables are broad generalizations, depictions of methods, means, and paths of social violence, of fierce struggle between people under conditions not only of serf-owning Russia, but under conditions of exploitative society in general.

The fable "The Wolf and the Lamb" is often interpreted only as an allegorical depiction of the relationship between a landlord and a serf peasant. In reality, this fable is much broader in content and deeper in its idea. The relationship of the wolf to the lamb is not only the relationship of a landlord to a serf, but also the relationship of a factory owner to a worker, a magnate or official to a "little," simple man, etc. The fable shows one of the typical methods of social violence, violence that nevertheless wants to be "legally justified." All artistic light in the fable is directed at those accusations that the wolf presents to the lamb in order to eat him. He does not simply eat the lamb, but first himself, that the people themselves—the liberators of Russia—are again chained to serfdom—the words "Motherland," "freedom," "honor" were synonymous.

"Insulted feelings" of Chatsky—this is the insulted feeling of an enamored young man who waits and wants in the heart of the fatherland, in Moscow, in his home, to find majestic and beautiful echoes to the ideal of freedom of the Motherland, an ideal nurtured by heroic deeds and stained with blood in the War of 1812. But in the heart of the Motherland, in Moscow, Chatsky encounters social routine, political reaction, a gendarme boot, slavish subservience, a caricature of people; instead of "fathers of the fatherland," he sees moral monsters and political reactionaries; instead of love for one's own, for everything Russian—cringing before foreign things, before the "Frenchman from Bordeaux." This deeply insults his living, demanding, passionate feeling of love for the fatherland, love for his fellow countrymen. The most intimate, most deeply personal feeling of love for Sofia is also insulted: Sofia has exchanged him for a flatterer, a clever "slinker" Molchalin.

Mind, talent, and passion are met by these monsters of human morality and social living as something "dangerous" and hostile. Chatsky, far from a revolutionary, is declared a dangerous "freemason," a madman. In the comedy, there is no resolution of the conflict, but it is easily guessed. The insulted feeling of a patriot and the mind of a citizen will lead Chatsky, like the generation of 1812 reflected in him, to a revolutionary explosion—the uprising of the Decembrists.

When the teacher thus focuses the students' attention not on clarifying only the plot intrigue of *Woe from Wit*, but looks deeper into the organism of the work and behind the intertwining of intrigues sees its collision, and thanks to this, reads its social ideological nature, passionate feeling of protest

against political, social, and moral slavery and monstrosity in Russia of the 1820s, students understand Chatsky more deeply, and the passion, directness, and touching love of Chatsky for the Fatherland — Freedom — Honor vividly resonate within them and leave a deep trace in their consciousness.

Only with such an approach, with such an analysis will *Woe from Wit* sound full-toned and be understood by students in the beginning "accuses" him of a series of "crimes." The fable shows one of the patterns of a society based on the oppression of man by man, on the dominance of force, where he who is strong is "right," and he who is weak is "guilty."

This fable awakens indignation against any lie and hypocrisy masking naked violence and injustice; it teaches not only to love the truth, but also to expose slander taking on the guise of "truth" and "legality." It fosters in children a sense of honor and justice, vigilant strictness toward any masked lawlessness, toward all remnants of exploitative relations and moral ugliness.

The study of Russian folk poetry is also sometimes conducted not in the key it should be. Bylinas, songs, and fairy tales are not always comprehended in all their depth and substance. Students often do not grasp that great popular optimism, unextinguishable faith in the power of the people and the people's cause are the foundation upon which oral poetic creation is built. The yearnings and expectations of the working masses, faith in social justice, in the power of the people, the thirst for heroism, selfless service to the national cause provided the basis for that mighty spirit of nationality with which characters like Ilya Muromets, Dobrynya Nikitich,

Svyatogor, Mikula, Ivanushka, Vasilisa, and others were created. One cannot narrow and impoverish the content of folk creations; one must understand their significance and depth, their ideological wealth and enduring significance—and then they will "touch" students and inspire them.

Or Griboyedov's *Woe from Wit*.

As the experience of a number of schools shows, this work is often misunderstood by students. The distant past, the peculiar social environment depicted in the comedy often leave students indifferent to this brilliant creation of a Russian classic, to the deep life lessons contained within it.

The teacher here must come to the aid of the students. He must clarify that *Woe from Wit* is a reflection of the tragedy of the young generation, the young patriots of Russia, a tragedy that followed directly after the Patriotic War of 1812. During the Decembrist era, for a generation formed on patriotic ideas, feelings, and deeds of 1812, it was acutely felt as a reflection of the patriotic fervor of the advanced youth of the 1820s.

Utilizing the full richness of the ideological and emotional saturation of *Woe from Wit*, considering it as a source of life lessons, the teacher will undoubtedly achieve a greater educational effect compared to what is usually observed in school when studying this comedy.

An artistic work can be correctly understood, assimilated, and properly used for educational purposes if it is studied not "outside of time," but as a phenomenon of a concrete historical reality. The experience of a number of schools shows that, for example, *The Tale of Igor's Campaign*, studied in isolation

from the concrete socio-political and cultural life of the Russian people of the 12th century, will not ignite students with its fiery patriotic ideology and beauty; the topic "The Literary Movement of the 1840s," especially its subtopic "People of the 1840s," will slip by as something hazy and abstract if students do not receive a concrete and vivid outline of the ideological struggle of that time and the intense ideological searches of it. Historical concreteness is necessary not only in studying the history of literature, but also in work on literary reading. For instance, Mayakovsky's "An Extraordinary Adventure" will not have the proper ideological and aesthetic impact on students if they do not understand that Mayakovsky is a poet of the revolution, reflecting the revolutionary explosion of the power of millions of working masses and breaking the dilapidated aesthetic canons of decadent poetry.

Chekhov's "The Death of a Government Clerk" will not evoke indignation in students at the spiritual squalor and slavish humiliation of man if they do not understand the atmosphere of rank-worship, political oppression, and "censorship restrictions" of all life at the end of the last century, a life "not forbidden by circular, but not fully allowed either."

This obliges literature teachers to provide the necessary historical commentary—vivid, figurative—not only in 8th–10th grades, but also in 5th–7th grades.

Genuine scientific rigor and party alignment in teaching require not hushing up erroneous or shadow sides in a writer's activity, in the system of his ideas, or the shortcomings of an artistic work. It would be incorrect, for example, to remain silent about

Gogol's positive assessment of serfdom, or about the contradictions in his work. If students know about this, it will in no way prevent them from appreciating and loving Gogol as a patriot of the Motherland, a satirist of the social evils of serf-owning Russia; it will only teach them a strictly critical, active ideological evaluation of life and cultural phenomena.

If students become captivated by the character of Grinev from Pushkin's *The Captain's Daughter* and fall in love with him for his straightforwardness, nobility, honesty, bravery, and loyalty to duty, this does not mean that they should not realize that Grinev was a person with a historically limited horizon, that he did not understand the significance of Pugachev's movement, and that this, of course, is not a virtue of his, but speaks of his class limitations.

If students fall in love with Bazarov from Turgenev's *Fathers and Sons*, this does not mean that they must accept as a positive phenomenon his nihilistic rejection of certain values of spiritual culture.

The educational, ideological exposure of an artistic work requires, as we have tried to show above, full and skillful use of the work's ideological and emotional riches, its ability to respond to *our modern demands and interests, its ability to be our teacher*.

But to reveal how an artistic work answers our modern demands and interests does not mean mechanically "linking" modernity with a literary work. Not a mechanical "linking" with modernity, but a deep ideological-political upbringing in

the spirit of modernity—this is what is required of the literature teacher.

Mechanical linkings with modernity do not help the communist upbringing of students. Nor will every artistic work studied in school allow for a comparison or contrast between the past and modernity. If, for example, it is useful to compare the description of the life of the Soviet peasantry with the description of the position of peasantry in Radishchev's book *Journey from St. Petersburg to Moscow*, or to compare the legal status of Gerasim (Turgenev's *Mumu*) with the legal status of modern collective farmers, what expedient comparison of past and present can be made when working on Pushkin's *Tale of Tsar Saltan*, Lermontov's *The Sail* and *Three Palm Trees*, Tyutchev's poems, etc.?

Is it not more natural, through Tyutchev's description of autumn, to help students love our native nature, our fields; through *Tale of Tsar Saltan* to evoke joy at the triumph of the unjustly wronged over slanderers and love for our folk tale; through the poem *Three Palm Trees* to awaken indignation and disgust toward a barbaric attitude toward nature?

The question of connecting past literary material with modernity under school conditions must always be decided specifically, as applied to each specific work; but in deciding this question, one should remember that any far-fetched comparisons and mechanical linkings cannot lead to positive results.

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A. V. DARINSKY

EDUCATIONAL VALUE OF SOVIET PATRIOTISM IN THE PROCESS OF TEACHING GEOGRAPHY IN SECONDARY SCHOOL[10]

In the great cause of educating schoolchildren in the spirit of Soviet patriotism, geography, alongside history, the USSR Constitution, and literature, should occupy a leading place among school subjects. This role of geography in school is determined by its very content.

In order to be conscious of oneself as a Soviet citizen and to be a Soviet patriot, one must know the Soviet Union, know its past and present, know its inexhaustible riches.

"It is not enough to feel that I love my homeland," said V. P. Potemkin, "*one must know why I love it, what is dear to me in it, what I am defending, for the sake of which I will give, if necessary, my own life.* The education of such conscious patriotism is the primary duty of our Soviet teaching force."[11]

The main object of study in school geography is the Soviet Union.

In the 7th and 8th-grade courses, students study the nature, population, and national economy of the Soviet Union as a

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[10] *In connection with significant revision of A. V. Darinsky's article, its title has been changed.—Ed.*

[11] *V. P. Potemkin, Speech at the Teachers' Active, February 7, 1943, journal "Soviet Pedagogy", 1943, No. 6, p. 7.*

whole and its individual parts: union republics, geographical regions, oblasts, krays, and autonomous republics.

In the 5th-grade course, students study general physical geography largely using examples of the Soviet Union, in particular, their native region.

In order to understand and appreciate the power, grandeur, and immense successes of the Soviet Union, the features and advantages of the Soviet system, and the internal and external policy of the Soviet state, it is necessary to know not only the Soviet Union, but also foreign countries. They are the object of geography study in the 6th and 9th grades of school.

In the 6th-grade course, physical geography and the population of parts of the world and major countries of the world are studied. The 9th-grade course includes economic and political geography of foreign countries (natural conditions, population, economy, state structure, internal political and international position of each studied country), as well as a brief general overview of the capitalist world (contradictions inherent in the capitalist world during the period of imperialism, changes on the world political map, struggle between democratic and imperialist camps, distribution of production in the capitalist world, etc.).

School geography encompasses all areas of nature and human life and is very closely connected with the surrounding reality of schoolchildren. This greatly expands and develops student interests, gives relevance to the material, and connects theory with practice. The breadth, diversity, and engaging nature of school geography material provide great opportunities for

emotional impact on students and the formation of their convictions.

Ideas of Soviet patriotism must permeate the entire school geography course, finding in each topic their specific expression. The geography teacher faces the task—through appropriate selection of material, its correct political interpretation, and the proper choice of teaching method—to bring these ideas to the students.

The geography teacher must educate students in the spirit of Soviet national pride for our Motherland, for our great people. Revealing to students the power and grandeur of the Soviet Union is the first major task of school geography.

In this regard, the greatest opportunities and significance belong to general overviews of the USSR in 7th and 8th-grade courses. In the general physical-geographical overview of the USSR in the 7th grade, the teacher should:

1. Give students a clear idea of our country's territory, showing them that the USSR is the largest country in the world in territory size, length of borders and coastline, length of rivers, and one of the first in the world in population.
2. Show students the wealth of the USSR regarding mineral resources, water, soil-climatic, vegetation, animal, and other resources; show that the USSR possesses all natural resources necessary for comprehensive development of the national economy, for ensuring independence and defense of the country.

3. Reveal to students the diversity of nature in the USSR and the immense contrasts within it, unmatched by any other country in the world.

In the sectoral overview of the USSR during the study of the geography course in the 8th grade, the teacher must: 1) Reveal to students the power of the national economy of the USSR, showing the USSR's place among other countries of the world in industry, agriculture, and transport. 2) Show the diversity of the USSR's economy, the possibility of fully and comprehensively meeting state needs.

In school practice of teaching the geography of the USSR in 7th and 8th grades, teachers very often show the power, wealth, and diversity of our country only in general overviews, without doing so in regional overviews, where they get bogged down in a mass of concrete material. Meanwhile, regional overviews of the USSR present no fewer opportunities in this regard than general overviews.

In every region of the USSR, it is necessary to emphasize aspects that highlight it most in the USSR, and also to compare regional aspects with the entire Soviet Union (the region's share in the USSR) or with other regions of the USSR. For example, when studying Western Siberia, we focus on coal. Noting that the Kuznetsk Basin holds only 20% of the coal reserves of the USSR and yet has more coal than Great Britain and Germany combined, we thereby convey an idea of the immense coal resources of the Union.

Considering the coal resources of Kazakhstan, we can compare them, for example, with the Kuzbass (nearly 25% of the coal

reserves of the Kuzbass) and thereby give students a correct idea of their size.

For example, a Leningrad teacher, starting a lesson on the Urals, opened with the words of Comrade Stalin that the Urals "...represent such a combination of riches as cannot be found in any other country: ore, coal, oil, grain—what is there not in the Urals..." Then he noted that out of 90 known chemical elements, 86 are present in the Urals, and read an excerpt from a magazine article describing the role of 46 chemical elements in air combat.

The power, wealth, and diversity of the nature and economy of the Soviet Union must be emphasized not only in studying the geography of the USSR, but in other geography courses as well.

Soviet patriotism must be active, i.e., it must manifest not only in feelings, but in deeds. It is necessary to ensure that every student realizes their personal responsibility for the prosperity of the country. It is necessary to instill in children's consciousness that victory can be achieved only through active and selfless struggle for communism. The powerful and rich nature of our country holds within itself, at the same time, immense difficulties for human development.

In the USSR, vast areas are occupied by tundra, swamps, and deserts. In the USSR, there are few ice-free seas; the overwhelming majority of our rivers freeze for a very long time. Over a significant territory of the USSR, droughts occur, along with no less significant—and crop-threatening—spring

and autumn frosts. Our northern nature is harsh—it requires knowledge and great labor.

In school geography teaching practice, a "varnished" depiction of our nature very often occurs: students are shown only favorable natural features and no difficulties in developing it are noted.

It is necessary to show students the vast difficulties involved in using our natural riches. It must be shown how, despite the difficulties of our nature, thanks to the socialist system, we achieved results that no other country could achieve. For a Soviet person, difficulties should not cause despondency and pessimism. A Soviet person is filled with a desire to overcome them, knowing that clarity of purpose, firmness, and persistence shatter any obstacles.

“The feature of youth,” said M. I. Kalinin, “lies in a huge internal drive toward ideal experiences. Youth always has a desire for self-sacrifice...”[12]

School geography of the USSR, taking these age characteristics of pupils into account, should educate students through difficulties and evoke a desire to overcome them.

School geography should educate students in the spirit of Soviet national pride for our great and heroic people. It is necessary to show pupils that the Russian people were and remain the leading nation in our country.

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[12] *M. I. Kalinin, On Communist Upbringing and Instruction, APN RSFSR Publishing House, 1948, p. 20.*

In school geography teaching practice, identifying the role of the Russian people in the USSR receives more or less significant attention only in the topic "Population of the USSR" in the 7th grade and in "RSFSR" in the 8th grade.

In "Population of the USSR", the role of the Russian people is usually characterized from the perspective of numbers (the largest nation by population in the USSR) and leading role in the development of Soviet culture (as a rule, in a general formulation). Individual teachers also show the role of the Russian people in creating our state. In "RSFSR", the leading role of the Russian people's republic in the Soviet Union is highlighted: data characterizing the high level of development of the RSFSR, and the help of the RSFSR to other union republics in economic development are presented help of the Russian people to various, formerly backward economic and cultural peoples. In other sections of the 7th and 8th-grade courses, as well as in the 6th, 9th, and especially 5th-grade courses, the role of Russians and the whole Soviet people is usually covered completely insufficiently, and sometimes not covered at all.

The geography teacher must characterize the role of the Russian people in developing the economy and culture of our Homeland and their help to other peoples not only in general overview topics, but throughout the regional overview of the USSR. In historical-geographical sketches of USSR regions in the 8th-grade course, the teacher has great opportunities to show how in the past, in pre-revolutionary Russia, the Russian people, coming into contact with peoples of the backward peripheries of Russia despite resistance from the ruling elite,

drew closer to them and passed on their experience and knowledge, enriching their culture.

In school teaching practice, this question is often not only unilluminated, but distorted. Studying, for example, Siberia, the Far East, or Central Asian republics, individual teachers confuse the ruling classes of tsarist Russia with the Russian people, giving students a false idea of the role of Russians in these regions, viewing the Russian people as colonizers who pushed native peoples off their home lands.

When characterizing the modern economy of USSR regions in 7th and 8th-grade courses, it is necessary to show how the Russian people came to the aid of other peoples of the Soviet Union in building national statehood, helping transform economic structures, building industry, and developing culture.

Soviet people are raised by the Bolshevik Party in the spirit of equality and friendship of peoples, in the spirit of respect for peoples of all nations and races, without which the very existence of the Soviet state is impossible.

Soviet patriotism brings together and unites all working people into one great Soviet family.

Soviet patriotism is based on the consciousness and understanding of the international significance of the Soviet state—the bulwark and hope of working people across the world. "Soviet patriotism is by no means a sign of national narrow-mindedness. Real Soviet patriotism grows in masses as the consciousness of the great revolutionary power of the alliance of workers and peasants of all nations of the USSR, united by Soviets, as the consciousness of the great

international significance of the successes of building socialism for the working people of all countries”[13].

Vibrant and active Soviet patriotism excludes enmity toward other peoples—in this, it primarily differs deeply from bourgeois "patriotism", which ignites enmity and contempt toward other nations, bounded by national isolation and narrowness.

School geography has great opportunities in fostering international feelings of solidarity among working people, in educating students in the spirit of equality and friendship of peoples, and respect for other nations.

The geography course of the USSR must show concrete examples of Lenin-Stalin national policy and explain it. It must cultivate in students respect for other peoples and their culture, and fight against remnants of nationalism. Based on these tasks, when teaching geography of the USSR, it is necessary to:

a) Select material showing the culture of various peoples of the USSR, revealing all the diversity and richness of its content; b) Show changes in the culture, everyday life, and economy of previously backward peoples that occurred in Soviet years; c) Compare the position of small peoples in the USSR and in capitalist countries; d) Show the assistance rendered by the Russian people to other peoples of the USSR in their economic and cultural growth.

All this needs to be done when studying all regions of the Union—any of them gives the teacher remarkable material. Let

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[13] *V. M. Molotov, Articles and Speeches, Partizdat, 1937, p. 91.*

us take, for example, Central Asia. Speaking about the population of Central Asian republics, the teacher must compare modern everyday life and economy with pre-revolutionary times, showing the immense shifts that occurred during the Soviet years. Before the revolution, there was poorly developed industry, land shortages, impossibility of conducting large irrigation works through small farms, lack of water, private property over water its unfair distribution, low cultural level, lack of a native intelligentsia, huge influence of the church, heavy plight of women, etc.

At present, all the most numerous peoples of Central Asia have their own union republics; in place of large kishlaks (villages), major industrial centers have grown; many industrial enterprises equipped with advanced technology have been built, e.g., Chirchik Electrochemical Complex, Tashkent Textile Complex; the collective farm village supplies the Soviet Union with cotton and other agricultural products; tractors and agricultural machinery work in the fields; fields are fertilized, and agricultural machines and fertilizers are produced right in Central Asia; many immense irrigation structures have been built, and water is properly distributed among collective farms; culture has taken a giant step forward; women enjoy equal rights with men; a vast network of schools and higher educational institutions has been created where local peoples study; a national intelligentsia has grown; each republic has its own literature and art develops.

Comparing the situation of Uzbeks and Tajiks in the USSR with their situation in neighboring Afghanistan—where they

still live today as Uzbeks and Tajiks lived here before Soviet power—can carry immense educational significance.

It is very important to show the immense help that the Russian people provided and continue to provide to all peoples of Central Asia. Teacher accounts of how Uzbeks were taught textile crafts in Ivanovo, how Russian engineers helped build industry, how Russian scientists organized national higher educational institutions in Tashkent, and a mass of other facts will clearly show students the vast role of the Russian people in the economic and cultural rise of previously backward peoples.

No smaller opportunities for showing the leading role of our people are provided by other school geography courses. For instance, studying people's democratic republics of Eastern Europe and Asia, the teacher must comprehensively show the help of the Soviet people in liberating these countries, in their post-war economic and cultural development, their close political and economic link with our country. It must be shown that without our help, these countries could never have achieved democracy and independence, nor saved and strengthened it.

Until recently, our pupils knew very little about the role of Russian scientists, travelers, and trailblazers in studying our country and other countries of the world. Recently, our geographical literature has been enriched by a large number of works dedicated to Russian scientists and travelers and their role in geographical exploration. Now the teacher has every opportunity to properly illuminate these questions in school geography.

In the 5th-grade physical geography course, when examining maps in connection with general geographical concepts (mountains, seas, etc.), it is necessary to show students the role of Russian scientists and travelers. For example, showing 5th-grade pupils the main mountains of Asia on a map, a school teacher in Leningrad told them about Semenov-Tyan-Shansky and Przhevalsky, and about mountain climbers who conquered the peaks of the Pamirs and Tian Shan. This aroused immense interest among students and helped them master the map.

In 6th and 7th-grade courses studying the geography of parts of the world and the USSR, questions of discovery and geographical research should occupy an important place. Students should be introduced to the life and work of major Russian travelers: Miklouho-Maclay, Dezhnev, Przhevalsky, Nevelskoy, etc. These questions should take an important place not only in class, but especially in extracurricular work. In a number of Leningrad schools in recent years, clubs were organized to study the life and work of Russian travelers. The activity and interest aroused among students show its great educational value.

Teacher accounts of expeditions full of hardship and danger, road construction in harsh conditions of mountains, the north, and deserts will exert a great influence on shaping courage, bravery, and other character traits vital for a Soviet person.

The major task of school geography in educating students in the spirit of Soviet patriotism is to foster in them a sense of love for our social and state system, to instill an understanding of the policy of the Party of Lenin—Stalin and the Soviet state,

devotion to it, and conviction in its greatness and righteousness.

The advantages and progressive role of the Soviet socialist system are best seen when comparing the socialist and capitalist systems: the USSR and tsarist Russia, the USSR and modern capitalist states. These comparisons should have as their main goal showing the advantages of a socialist economy over a capitalist one, showing that the USSR, unlike capitalist countries, develops without crises, without unemployment, continuously, systematically, and rationally at paces unknown and impossible for any capitalist country; showing that only under a socialist system can conscious regulation—and consequently, comprehensive and proportional development—be ensured in the national economy.

While comparisons of the USSR with tsarist Russia are common in teaching practice, comparisons of the USSR with capitalist countries represent a "narrow spot" in school geography. In most cases, the USSR is compared with the USA or the most developed countries of Western Europe (Great Britain, sometimes Germany and Italy). Comparisons, as a rule, are purely quantitative (by overall volume of production, production of individual goods, and resource capacity) and static. This is incorrect. "Quantitative" comparisons must be combined with showing qualitative differences between the USSR and capitalist countries; moreover, the younger the students, the greater the role these "qualitative" comparisons must play. It is wrong to give "quantitative" comparisons in statics. They distort the true picture. They must be given in

dynamics. Then students will see that our country, unlike capitalist countries, develops continuously and steadfastly.

Foreign countries in school geography must be studied so that the advantages of the Soviet socialist system are completely obvious to students. Studying capitalist countries, it is necessary to show the instability of their economy, the parasitism of capitalists oppression of colonial peoples and the difficult situation of working people, class struggle, the aggressive and anti-democratic foreign policy of imperialist states, and the just policy of the Soviet Union.

Thus, when studying the geography of the USA in the 9th grade, it is necessary to show students concrete examples of class differentiation in all areas of their economy: the sharp inequality of income distribution, land, and products among classes, the gigantic centralization of capital, and the enormous, constant unemployment in the country. It is necessary to show how terribly crises affect the country's economy, and to expose the major contradictions in the economic life of the USA.

Similarly, when considering any colonial or semi-colonial country, such as Iran, it is necessary to show its political and economic dependence on imperialist states—the USA and England; to clarify how detrimentally this dependence affects the entire economy of the country, how it strengthens feudal relations in the country, and hinders economic development. It is advisable to compare a country like Iran with some Soviet republic in Central Asia, for example, Uzbekistan, where over the years of Soviet power, huge successes have been achieved in all areas of economic and cultural life. The study of people's

democracy countries can yield a great deal for students. The geography teacher must show how the establishment of a new social and state system in these countries, the democratic reforms carried out there, and liberation from foreign dependence ensured the possibility of rapid and continuous development of their economy and culture, despite the destruction suffered during the war and the difficulties artificially created for them by imperialist countries. The geography teacher must show the justice of the foreign policy of the Soviet Union, which helps these countries, and show how the experience of the Soviet Union and the experience of the VKP(b) [All-Union Communist Party (Bolsheviks)] are taken into account by the communist parties of the people's democracy countries in their domestic and foreign policies.

It is quite appropriate to compare the current position of the people's democracy countries with the position of other European countries where a capitalist system exists, for example, Austria or Italy, so that students draw the corresponding conclusions. Interest in these countries among students is very high. Characteristically, in most Leningrad schools, geography clubs in the 9th grade chose the geography of people's democracy countries as their topic of work in 1946–1949. At the same time, it is quite understandable that political issues took center stage in them. Unfortunately, many geography teachers give a different direction to the course on the economic geography of foreign countries: carried away by concrete geographical material, they lose sight of the political orientation of this most important course, causing it to lose a significant part of its educational value.

The study of the Soviet Union in school should be conducted in such a way that throughout all instruction, the features of the socialist system and its superiority over the capitalist system are highlighted. It is necessary, first of all, to emphasize with all force the planned nature of our economy. In school teaching practice, this is not done in most cases. For example, about changes occurring in branches of the USSR national economy or in the economy of individual regions of the Union, it is customary to speak approximately like this: "...In recent years, major shifts have occurred in the economy... New branches of industry have appeared... New factories have been created... The composition of agricultural crops has sharply changed... etc." It is not mentioned that these changes are not spontaneous, but determined by the Stalinist plan for the development of a particular branch of the economy or region of the USSR. Here, it is not a matter of form, but of essence. Before talking about shifts and changes in the national economy, it is necessary to point out and explain the tasks that were set. Then students will understand the meaning of all these changes. In the 7th and 8th grade courses, students should be introduced to the prospects for the development of our country, widely using in teaching the material of the new five-year plan for the restoration and development of the national economy for 1946–1950.

Showing the prospects for economic development will have educational value only when these prospects are given not in the form of bare diagrams, but with concrete examples. Experience shows that familiarity with such prospective problems as the problems of the Greater Volga, shelterbelts, and others, evokes exceptional interest among students. The

grandeur of our plans captivates them, developing their active and creative imagination.

Studying the economic regions of the USSR in the 8th grade course, it is necessary to show their complex development, while noting that the planned linkage of the entire economy is possible only in a socialist economy.

In the USSR geography course for the 7th and 8th grades, it should be clearly shown how, under identical natural conditions, human economic activity became more rational, and how the systematic and predatory use of natural resources in Tsarist Russia was replaced by planned and expedient use in the USSR.

A comparison of Tsarist Russia—with its systematic plowing of lands, predatory logging, growth of ravines, soil depletion, and declining yields—with the Soviet Union, where proper logging is conducted, forest planting is carried out, crop rotation is introduced, mineral and organic fertilizers are applied, and productivity grows on this basis, will clearly show students the advantages and progressive nature of the socialist economic system.

The economic basis of the Soviet system is public ownership of the means of production. The exploitation of man by man has been eliminated in the USSR. Workers, peasants, and the working intelligentsia are building a communist society through joint efforts.

From here stems collectivism—the key feature of the socialist worldview. Soviet people are united in a moral and political sense; they share a common goal and common interests.

The USSR geography course fosters collectivism in students through its material, fostering the understanding that personal well-being cannot be separated from, and fully depends on, public well-being.

The teacher can show how previously in Central Asia peasants lacked water and, under individual farming conditions, could not resolve this problem, whereas now in Central Asia the entire nation builds powerful irrigation canals.

For example, a teacher from Leningrad School No. 135, covering the topic "Central Asia" in the 7th grade course, showed how in the Fergana Valley over 45 days through the efforts of 34 thousand people a 270 km canal was dug, whereas in Tsarist Russia the Golodnaya Steppe canal, 10 km long, took 11 years to dig.

A teacher's demonstration of such examples of mutual assistance and human solidarity at work, and the superiority of the collective over individuals—using the example of conquering the North and deserts, or major national construction projects—can greatly help foster collectivism.

In school practice of teaching USSR geography, much attention is given to showing our wealth. Undoubtedly, this is correct. When a student sees the vast natural resources possessed by the USSR, they are imbued with patriotic pride in the power and wealth of our Motherland.

Over the years of Soviet power, the economic appearance of our country has changed, and immense constructive work on the transformation of nature has unfolded across the Soviet Union.

The socialist allocation of productive forces has ensured the flowering and economic growth even of those regions of the country that do not possess large reserves of natural wealth.

Byelorussia is a land of marshes, a land with unusable terrain. In the Soviet years, mass drainage of marshes began, and waterlogged soils produce enormous yields after drainage. There is no chernozem in Byelorussia; the summer there is cool and moist. Under Soviet conditions, with proper division of labor between regions of the Union, Byelorussia can specialize in crops for which such natural conditions are most favorable. BSSR is now one of the major flax-growing regions. Large-scale flax industry has been established there. The BSSR has clay, sand, and limestone—these minerals in the European part of the USSR are almost universal. However, based on them, a large building materials industry was established in the republic, including the largest glass factories in the Union. About 1/3 of Byelorussia's territory is covered by forests. It cannot be said that this is the richest forest region of the Union. However, in this respect too, a planned economy made it possible to take into account the specifics of the region. In Byelorussia, various woodworking industries that do not require large amounts of timber are developing: furniture factories, manufacture of construction parts, matches, artificial silk, paper, and cellulose.

Byelorussia has large reserves of peat, but it is well known that peat is a low-calorie fuel. Previously, it was hardly used, and Byelorussia lived on imported coal. In Soviet years, large power stations were built in Byelorussia, supplying the national

economy with electrical energy. Special peat-chemical plants are being created.

In Byelorussia, large enterprises using imported raw materials to meet local needs are already built or under construction: automotive and other machine-building plants. Previously, such plants would never have been built in Byelorussia. Western and Eastern Byelorussia prior to the Great October Socialist Revolution were part of Russia and differed little from each other economically. After the revolution, Eastern Byelorussia became Soviet, while Western Byelorussia lived under capitalist conditions. Now they are reunited, and the tremendous difference between the eastern part—with its large industrial cities, advanced agriculture, and high culture—and the comparatively backward western part economically and culturally is clearly visible. When a teacher shows how, despite the comparative scarcity of natural resources, a region like Byelorussia develops powerfully and fully; when they compare Western Byelorussia with Eastern Byelorussia, it will become obvious to every student what advantages the Soviet socialist system holds, and they will be imbued not only with pride in the wealth of our Motherland, but also pride in the socialist system.

School USSR geography must reveal to students the achievements made by the Soviet Union in the development of economy and culture. Schoolchildren readily absorb everything new: cities, factories, railways. However, in USSR geography teaching practice, teachers often fail to *explain* the new, merely listing it. It is quite obvious that a mere listing of results yields little.

When speaking about new construction projects, the geography teacher must explain *why* they were built, *what* their significance is, describe *how* they were built, and *what* they represent today. Only in this case will the "qualitative" side of this new element be exposed—that is, precisely what is characteristic of socialist construction.

Our achievements can be shown very well through comparisons of the present with the past: comparing the old village with the new, changes in everyday life, culture, and peasant farming; comparing the old city with the new; comparing former and new production processes (logging, fisheries, etc.). Being highly concrete, such information clearly shows students the huge shifts that occurred during the Soviet years in all areas of economy and culture.

To clarify the successes achieved in the economy, much can be gained by examining structural shifts in the economy: changes in the ratio of industry to agriculture in the economy of Union regions, the elimination of their former one-sided specialization, etc.

However, it should be kept in mind that the importance of structural shifts can be understood by schoolchildren only if their significance is explained.

The description of regional agriculture in the USSR adopted in current geography teaching practice generally fails to convey a proper idea of socialist farming. In most cases, regional agriculture is described in the same way as 30 years ago, as if no changes occurred during this time: agricultural sectors, crops, livestock types, and their layout are listed, but whether it

concerns individual farms or collective farms (kolkhozes) is not clear from these descriptions.

The characterization of regional agriculture in the USSR must be restructured. Students should be shown not agriculture in general, but the kolkhozes and state farms (sovkhozes) typical of the region.

From the 7th grade geography course, students should learn what products kolkhozes yield, how main work is distributed among kolkhoz members, with what tools and what work they perform throughout the year.

In the 8th grade course, students should become acquainted with average kolkhoz sizes, the scale of their operations (sown fields, livestock count), the combination of sectors and crops, etc.

In the USSR geography course, it is especially important to show students, through concrete examples, those terrible disasters which fascists brought to the peoples of the temporarily occupied territory of the USSR. If a teacher, for instance, talks about Odessa, Kyiv, Stalingrad—what they were like before the war and how the Germans destroyed them—or if the teacher shows photographs of Stalingrad before and after the war, this will leave an indelible mark in the students' minds and carry immense educational value.

When studying the geography of foreign countries in the 6th and especially 9th grades, the teacher must expose the imperialist policy of the Anglo-American bloc, which leads to the preparation of a new war. Using concrete examples, it is necessary to show the struggle for peace waged by the

democratic camp led by the Soviet Union. Students will become convinced of the correctness of Soviet foreign policy.

Soviet patriotism manifests not only as a feeling of love for one's country and one's people, but also as a feeling of love for one's region, city, village, and home. A child's patriotic feeling is always concrete. Even in an adult—let alone children—the concept of "Motherland" brings to mind familiar nature, native places, and close people.

First memories are the strongest and deepest. They remain for life—these surroundings where children opened their eyes, where they experienced their first impressions and first joys of life.

In school, during the learning process, the children's horizon expands and enriches; along with this, love for the Motherland deepens and becomes conscious, turning into love for the entire country and people. In the future, this love for the Motherland, turning into a moral category, includes as an integral element these indelible childhood impressions.

In the USSR geography course, students should be introduced to the wealth and culture of their region, city, or village, developing a sense of pride in their native places. Students must know the geography of their region well. It is necessary to acquaint students in detail with all the most interesting places and objects that are remarkable in geographical terms. It is necessary to reveal to them the hitherto unknown uniqueness and richness of their region. Excursions should be arranged more frequently so that students learn local geography not only from stories, but also from personal observation.

It is necessary to expand students' sense of love for the Motherland by showing the unity of their local region with the entire country, and showing the advantages of socialism through the example of their local area.

Studying other regions of the Union, it is necessary to compare observed phenomena with similar phenomena in one's own region. When presenting data on successes achieved across the country, it is necessary to occasionally illustrate them with concrete examples close to children from their local area. When discussing prospects for economic and cultural growth of the country, it is also necessary to show prospects for the development of one's own region.

Students' study of their city or region is one of the most common types of extracurricular work in geography in our schools. Such work was and is conducted by many Leningrad schools.

Interesting work on studying one's region by students was organized, for example, in 1948 at School No. 211 in Kuibyshevsky District, Leningrad.

A significant portion of students was involved in this work under the guidance of geography, history, natural science, and primary school teachers. In total, 9 topics were mapped out, including 4 with geographical content: 1. "Geographical Location of Leningrad," 2. "Industry of the City of Leningrad," 3. "Industry of the District," 4. "The City of Leningrad and Kuibyshevsky District in the Fourth Stalinist Five-Year Plan."

Each class received its topic, with 7th and 8th grade students working on geographical topics. They selected literature related

to the district and collected material from district organizations and enterprises. The work concluded with an exhibition conference, which aroused great interest among students.

Such work is of interest both from the standpoint of developing independent work skills and active participation in students, and from the standpoint of fostering patriotism: students saw how life boils around them, what significance their district holds for the country, and that every Soviet person does great work in our socialist society.

Such are the main tasks of fostering Soviet patriotism when studying geography in school.

"Soviet Pedagogy", 1947, No. 9.

L. POLOZHINTSEVA

FOSTERING SOVIET PATRIOTISM IN USSR CONSTITUTION LESSONS

(From practical experience)

The objective of my article is to share conclusions reached based on several years of experience teaching the USSR Constitution in 7th grade boys' classes at School No. 273 in Moscow.

The study of the USSR Constitution should show students our socialist Motherland in all its majesty and in all its distinction from the capitalist states of the world; help students realize even more deeply the love for the Motherland with which they enter 7th grade, a sense of pride in our country's glorious past and its remarkable present, allowing them to praise the "country that is, and thrice over—that will be."

The USSR Constitution teaches youth to love our great Soviet people, who earned high respect and admiration from all honest people of the world through their unprecedented heroism and fearlessness on the fields of historically unparalleled battles in the war against German fascism, and through their selfless labor in factories, plants, kolkhozes, and state farms.

The USSR Constitution teaches youth to live worthily of their victorious people, who brought humanity liberation from the fascist yoke; worthily of those who gave their lives for the honor, freedom, and independence of our Motherland, for the victory of communism.

The USSR Constitution teaches youth to hate enemies of the people and the Motherland.

The enormous significance of studying the USSR Constitution places great responsibility on the teacher and sets high demands. The USSR Constitution teacher is obliged to closely follow events in our country's domestic life and international affairs; must see, hear, and read much, continuously accumulating and updating material, selecting what is necessary and best, and bringing all of this to students vividly and accessibly. The teacher introduces students to reading newspapers and magazines, listening to radio broadcasts, viewing Soviet films and plays, and recommends the best works of Soviet fiction for reading, etc.

From the Constitution teacher, serious preparation for lessons and thorough reflection on the entire workflow during lessons is required.

Every USSR Constitution lesson should educate, and from lesson to lesson there should be a gradual fostering of Soviet patriotism and Soviet national pride in students.

In 1947, our entire country celebrated the 800th anniversary of the capital. Therefore, starting work on the USSR Constitution, we took the topic: "800th Anniversary of Moscow." The purpose of this lesson was to introduce students to the past, present, and future prospects of our native, great city, its significance in the struggle against foreign invaders, its role in the revolutionary movement, Moscow as the capital of the USSR, the city where great Lenin lived and where great Stalin

lives and works, and Moscow as the center of the struggle for democratic and lasting peace.

All Muscovites lived in those days preparing for Moscow's anniversary. An exhibition about Moscow was opened in the school by this time. Students received assignments to prepare reports on the topics: "Ancient Moscow," "Moscow in the Struggle against Foreign Invaders," "Moscow—Center of the Revolutionary Movement," "Lenin in Moscow," "Socialist Moscow," "Moscow in 1941," "Moscow—Largest Cultural Center," "Moscow—Capital of the USSR," "Five-Year Plan of Moscow." These reports were to be given by students acting as "tour guides" at the school exhibition. For preparation, sources from *Pravda*, *Agitator's Notebook*, and Lopatin's book about Moscow were indicated to the "tour guides"; watching the film *Moscow—Capital of the USSR* was recommended. In class, a letter from Moscow's working people to Comrade Stalin was read; based on personal impressions, a talk was conducted on: "How the 800th Anniversary of Moscow Was Celebrated."

During the discussion, students stated that they heard Comrade Stalin's greeting and the Decree of the Presidium of the Supreme Soviet of the USSR awarding Moscow the Order of Lenin. As a result of the discussion, students understood the great services Moscow rendered and why it was awarded the Order of Lenin.

Subsequently, working on the topic "Victory of the Soviet Union in the Great Patriotic War and Tasks of the Post-War...

...Five-Year Plan," we returned once more to the topic of Moscow in 1941. Speaking about the defeat of the Germans

near Moscow, I read excerpts from Gabrilovich's novella *Near Moscow*.

> "A severely wounded young sergeant Perchatkin lies on the snow at the site of his injury, unable to move due to weakness: 'All he saw was snow, the edge of a fence, a bare dry aspen, and a window in a low-slung shed. This was a meter of native land reclaimed from the enemy; the very inch of land that had to be defended, sparing neither blood nor life itself.'
>
> 'There he is, Perchatkin, lying in the snow on a tiny patch of Russian land, and he won this patch back from the enemy—he, soldier Perchatkin. This was his land, soaked with his blood, taken from the Germans.'
>
> 'Ah, you dear one,' thought Perchatkin suddenly with such tenderness that tears welling in his eyes, 'ah, you, my dear, beautiful one.'"

The story moves the students. They remember Zoya Kosmodemyanskaya, Liza Chaikina, the 28 Panfilovites. One of the students gives a report on Viktor Talalikhin based on Elena Kononenko's sketch *I'm Going to Ram*. I talk about front-line veterans who were former students of our school, whose portraits hang in the school hall. Students are imbued with a sense of deep love for Moscow and feel proud of the title of Muscovite, which obliges them to study well and behave properly.

From work on the topic "Victory of the Soviet Union in the Great Patriotic War and Tasks of the Post-War Five-Year Plan," students gained an understanding of our country's struggle for world peace from the first days of the Soviet state's inception, the just nature of the Great Patriotic War, its great battles, the unconditional surrender of fascist Germany and imperialist Japan, and the Soviet Union's post-war struggle for lasting peace. They read relevant pages from Comrade Stalin's book *On the Great Patriotic War*; recalled films they had seen: *Defeat of German Forces Near Moscow*, *Zoya*, *Stalingrad*, *Days and Nights*, *Unsubdued*, *Secret Agent's Exploit*, *Berlin*; individual students prepared reports: "Leningrad During the Blockade"—based on Vera Inber's work; "Exploit of the Young Guard of Krasnodon"—based on Fadeyev's novel *The Young Guard*; "Exploit of Alexei Maresyev"—based on *Story of a Real Man* by Boris Polevoy; "Heroes of the Soviet Union, the Ignatov Brothers"—based on Ignatov's work *Notes of a Partisan*.

Maresyev enjoys special popularity among our school's students, starting from the 1st grade through the 10th grade. One 7th-grade student, concluding his report on Maresyev, said with emotion: "We must learn from Alexei Maresyev his firm will, his persistence in overcoming difficulties, and his love for the Motherland." This youth studies very diligently and achieves significant success.

In another class, a weak student wished to give a report on Maresyev. I did not refuse him. The boy spent a long time reading *Story of a Real Man* and finally told me he was ready for the report. It was joyful to see how preparing and delivering

the report elevated the boy, what his face looked like as he spoke about the legless pilot who flew dozens of combat missions on prosthetics, and with what attention and respect the class listened to a student who rarely spoke up before.

In one of the 7th grade classes, when a student was finishing his report on the Young Guard of Krasnodon, I reminded the emotionally moved class of the words to a song about the Krasnodon youth: "Listen, comrades, how in the sorrowful hour of farewell 'The Young Guard' and the city of Krasnodon bequeath to our youth 'to love the motherland like native home,' and 'all that we left unfinished, all that we didn't have time to finish—we pass into your honest hands, into your faithful hands, into Komsomol hands...'"

I recommended that students read books: *The Seagull* by Biryukov, *Unsubdued* by Gorbatov, *Days and Nights* by Simonov, *Story About a Son* by E. Koshevoi, *People Are Immortal* by Grossman, *People with a Clear Conscience* by Vershigora, *From Putivl to the Carpathians* by Kovpak, *Son of the Regiment* by Katayev, *Battle of Stalingrad* by Virta. Students collectively watched the play *Governor of the Province*. All this work teaches youth to be proud of their wonderful country, which fought for a just cause, defeated the fascist invaders, and saved European civilization from fascist barbarians. A feeling of hatred toward fascism grows within them.

Students learn what colossal destruction the German occupiers brought upon the country, and what immense, intense, and organized labor is required to restore what was destroyed, raise the economy and living standards of working people above

pre-war levels; they talk about the rebirth of DnieproGES based on a feature from *Pravda*—"Fires on the Dnieper," about the commissioning of the first phase of "Zaporozhstali," about the restoration of Donbass; together with all Soviet people, they are firmly convinced that difficulties will be overcome and the post-war five-year plan will be completed in 4 years.

This work forces students to think, ask the teacher many questions, follow political news on the radio, and listen with interest to reports on international affairs at school lecture halls.

On the 30th anniversary of the Soviet Army, a 7th grade student gave a presentation—"Soviet Man in Battles for the Motherland"; 10th grade students understood him and liked that he used works of Soviet literature in his report; some of these works had already been read by 7th graders. At the same meeting with students, Hero of the Soviet Union Novikov spoke, recounting his combat deeds and his comrade Maresyev; Hero of the Soviet Union Maresyev, whom students knew from Polevoy's book, became especially close to them.

Studying the topic "Development of the Soviet Constitution," students learned about the origin of our Soviet state in the fire and storm of the Great October Socialist Revolution, about the formidable and difficult years of the Civil War and foreign military intervention, and about the colossal work carried out by the peoples of our country under the leadership of the Communist Party and its great leaders—Lenin and Stalin, about the struggle and labor that led to the victory of socialism in the USSR.

In the 5th–7th grade curriculum, there is no history of the USSR; I try, as much as possible, to introduce some elements of USSR history into teaching. We watched the film *Lenin in October* at school, recalled films: *The Youth of Maxim*, *Lenin in 1918*, *Yakov Sverdlov*, *Chapaev*, plays *Lyubov Yarovaya*, *Kremlin Chimes*, *Youth of Fathers*. Speaking about the first USSR Constitution, we recalled the film *The Oath* and read an excerpt from Mayakovsky's poem *Lenin*. I recommended that students read books: *Chapaev* by Furmanov, *Kochubey* by Perventsev, *N. A. Shchors*, *How the Steel Was Tempered* by N. Ostrovsky. I assigned one student to prepare a report on the topic "The Exploit of Pavel Korchagin," and another —"Memory of Him Shall Not Fade," based on the book *Pavlik Morozov*.

Students independently read V. M. Molotov's report: "The Thirtieth Anniversary of the Great October Socialist Revolution," and we conducted a thorough discussion based on it.

A former student of our school, actor N. S. Kavantsev, read students a montage based on N. Ostrovsky's novel *How the Steel Was Tempered* about building a narrow-gauge railway; earlier they heard a reading of Nekrasov's *The Railway* and could compare forced labor under exploiters with the joyful labor of Soviet people working for themselves.

One student gave a report on "Ilyich's Lamp in a Moscow Region Village" based on a *Pravda* feature—"Rural Virgin Soil." Through this process, youth learn to value the sacrifices and labor of the people, treating the Communist Party, the people, Lenin, and Stalin with the greatest respect and love.

When we finished the topic "Social Structure of the USSR," I invited students to answer the question: "If you arrived in an unknown country and had to learn about its social structure, what would you begin asking about?" Students answered that first of all, they would find out who holds power in that country, what form of property exists, and for whom working people work; in capitalist countries they would see private property, exploitation of working people, and power in the hands of wealthy exploiters. "While here," they said, "Soviet power is closest and dearest to the people, all wealth in our country belongs to the people, and there is no exploitation, because the source of human exploitation—private ownership of tools and means of production—has been eliminated, and there is no unemployment because all branches of our economy are steadily growing and developing according to plan, making economic crises impossible."

Thus, students independently drew the conclusion regarding how the social structure of our socialist country differs from that of capitalist countries. The students' answers reflected conviction that our social system meets the interests of the people, making it one of the main conditions for victory over fascist invaders; there sounded pride in the fact that our country is the world's first socialist nation.

Working on the issue of labor in the USSR, students described what labor was like for a slave, a serf peasant, or a proletarian in capitalist production; they understood that labor in our country is a matter of honor, valor, and heroism, talking about socialist competition and the work of Stakhanovites, and cited Elena Kononenko's *Story of a Russian Woman*.

Studying the electoral system in the USSR, students become acquainted with voting rights restrictions in capitalist countries, discrimination against Black people in America (students themselves reference the play *Deep Roots* in this context), gender inequality, restrictions on working people's rights to education, and the absence of freedom of speech and press (students point to the play and film *The Russian Question*). Students traced step-by-step the preparation for elections to local Soviets of Working People's Deputies, and based on personal impressions, concluded that elections proceeded as a great national holiday, showing the moral and political unity of our people. They brought newspapers with Mossoviet election results to class, comparing them with elections to the Moscow City Duma, where in 1916 only 9.5 thousand Moscow residents had the right to vote.

Students concluded that our country is the most democratic in the world, that the national question is resolved better in our country than anywhere else in the world, and that working people in our country enjoy the most extensive rights.

I focus especially on the right to education. I remind them of Gorky's *Childhood* and *In the World*, talking about village boys whom I taught in zemstvo schools and who left school in early spring—some to plow, others to herd livestock. Students, meanwhile, recall Chekhov's "Vanka Zhukov" and Varka from "Sleepy". They compare their situation with trade school students receiving qualifications, developing their abilities and talents; they remember how wonderfully the combined trade school choir sang at a talent review, and how annual physical culture parades amaze with their beauty and organization; they

speak about the wide development of higher education in the USSR; they talk about the resolution of the Council of Ministers of the USSR regarding the construction of a new university building on Lenin Hills, housing construction for 5 thousand students and 750 graduate students; they discuss the broad development of science and arts in the USSR; they tell how the author of *Tale of the Siberian Land* became a composer.

Familiarizing students with the biographies of Lenin and Stalin, as well as comrades Dzerzhinsky, Kirov, and Kuibyshev, holds great importance for fostering Soviet patriotism and national pride; as do slide-assisted lectures: "Lomonosov: His Life, Activity, and Patriotism," "Russian Physicists"; literary evenings dedicated to Pushkin—"the sun of Russian poetry," and Nekrasov—"the people's poet"; and viewing films such as *Glinka*, *Admiral Nakhimov*, *Suvorov*, and *Kutuzov*.

At the end of the last academic year, I invited the children to write an essay on: "Why I Love My Socialist Motherland, and How I Want to Be Useful to It."

Here are the most interesting excerpts from the students' works:

> **Student A. writes:** "I love my Motherland, I feel like a participant in all construction projects across our country. When a blast furnace was lit in the Urals—I rejoiced, rejoiced for those who lit it, for the Motherland, for myself. I felt as if I were growing alongside my Motherland, and when war broke out with German fascist invaders—I won't

hide it—I strived with all my soul for the front, but I was small and had to study. Now my duty to the Motherland is to study well, but the time will come when I will contribute my share to our country's construction. After finishing 7th grade, I want to join an Artillery School; I want to defend my Motherland."

Student B. writes: "I love my socialist Motherland because a wide road opens before me in choosing a profession. I can become whoever I want to bring greater benefit to the state... My father died, and the state helps me... I owe much to the Motherland. Right now I am fulfilling my primary duty—studying well to become a steadfast fighter for the cause of Lenin-Stalin..."

Student K. writes: "I want to grow up to build large houses, libraries, hospitals, schools, bridges, cities..., to strengthen the power and might of our socialist motherland. And if war begins, I will join the ranks of our fatherland's fighters to protect it from foreign bandits who count on turning my country into their colony."

Student P. writes: "Whatever a Soviet youth dreams of becoming—an engineer, writer, artist—he always and above all wishes to be useful to the Motherland. I don't know yet who I will be but whoever I become, I will strive to be useful to my great socialist Motherland."

Student V. writes: "Our Soviet socialist country is our Motherland, the best and most beautiful country in the whole world... Our government is the power of the people, who are free, and who are not exploited by owners making huge money off the labor of the people."

Student Z. writes: "...I love my Motherland because it always strives forward to its new prosperity...; I love my Motherland because it stands at the head of all advanced countries of the world in the struggle against fascism, against dark reaction, against all oppressors of working people, whom we have already eliminated here...; because the working people of the whole world look at it with hope. I love my Motherland because it is my Motherland, I love it as every son loves his mother who raised him."

Student B. writes: "I love my Motherland very much... I love its majestic, diverse nature. I love its heroic, hard-working, mighty Soviet people. I love my capital Moscow, the equal of which no city in the world exists... I love my Motherland for its glorious past, for having defended its independence against numerous invaders in centuries-long struggles, for having... held onto the gains of October during the formidable years of revolution and civil war, and... after the civil war managed to restore what was destroyed and became one of the most powerful states, with highly developed branches of the economy. I love my Motherland because during the years of the Patriotic War, in times of mortal danger... it rose up with all its multi-national, multi-million people...

and not only held out against the invaders, but also smashed them in their own lair... and energetically set about restoring the destroyed economy. I, without hesitating for a minute, will give all my strength for the benefit of the Motherland, and if necessary, my life. I want to bring maximum benefit to my Motherland, strengthen its power, and multiply its wealth. I want to be an active builder of communism in our country."

The excerpts from student written works show how sensitive and attentive our growing younger generation is to life, to people. In simple, clear, and heartfelt words, students express the best traits of a Soviet person, a person with a forward-looking vision and imbued with healthy optimism. There is no doubt that studying the Constitution of the USSR helped students significantly in developing communist views and convictions, as well as developing and strengthening patriotic feelings.

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EXTRACURRICULAR AND OUT-OF-SCHOOL WORK

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ON EXTRACURRICULAR WORK IN SCHOOL[14]

The all-around development of students is the main task of the Soviet school. However, its solution cannot be achieved solely through school classes conducted according to the curriculum. The experience of the best schools and best teachers shows that in their work with students, they cannot limit themselves only to lessons. Usually, they extend their influence on students into extracurricular time as well.

Extracurricular work possesses immense flexibility and is capable of satisfying the creative inquiries and interests of children, helping reveal and develop their giftedness.

Extracurricular work, subordinated to the educational and upbringing goals of the school, reached its highest development during the pre-war years (1939–1941). In connection with Comrade Molotov's instruction at the XVIII Congress of the VKP(b) regarding the necessity of preparing students graduating from general education schools for practical activity, extracurricular practical activities in the fundamentals of sciences expanded at schools: work on school garden plots; plant excursions; youth tourism was developed; special children's railways, water ports, etc., were constructed.

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[14] *A abridged report read at the Extracurricular Work Section of the All-Russian Conference on Public Education, August 10, 1946.*

Thus, for example, in the Voznesensky District of Gorky Oblast and in the Volokonovka District of Kursk Oblast, in all schools — both primary and secondary — summer educational and practical work was organized summer educational-practical work with children on school grounds, excursions to surrounding nature and production sites, and collection of natural materials to replenish school science rooms with visual aids.

At a board meeting of the Narkompros of the RSFSR in August 1940, a series of measures was outlined—primarily for rural schools—of a predominantly practical extracurricular nature to connect school learning with practical agriculture.

These measures by Narkompros received support from the public and were taken up by the press. The newspapers *Pravda* and *Izvestia* devoted editorial articles to these issues. Every school, both rural and urban, tried to improve its work by linking education with all kinds of practical activities both inside and outside of school.

In the spring of 1941, scientific-pedagogical conferences were held in most regions. At these conferences, alongside papers highlighting achievements in science teaching methods, the majority of teachers spoke about their experience with extracurricular work with children. All the work deployed in schools during the last pre-war academic year was subordinated to one goal: improving the quality of children's education and upbringing. Judging by initial experiences, the school reached its goal. For the Third All-Russian Scientific-Pedagogical Conference, scheduled for late June 1941, the

Institute of Schools of Narkompros RSFSR received over a hundred papers selected from regional conferences.

The war interrupted the conference, and children's extracurricular work took on a new direction.

During the Great Patriotic War, in their extracurricular time, students engaged in various socially useful field activities and provided all possible help to the front. First place belonged to the agricultural work of schoolchildren in the fields of collective and state farms.

In thousands of schools across the RSFSR, school plots were organized and cultivated by student children. Many of the country's best schools properly utilized this extensive work activity of schoolchildren as a means of patriotic and labor education such as Gorky School No. 66, using children's agricultural work, conducted an enormous amount of not only educational but also instructional work.

The activity of schoolchildren in extracurricular time in the field of industrial labor also gained broad scope during the years of the Great Patriotic War. In 1943 in Moscow, there were 127 industrial school workshops with a contingent of working students numbering 12,000 people. In the 1942/43 school year, industrial workshops attached to schools numbered: 188 in Moscow Oblast, 62 in Novosibirsk, 79 in Chelyabinsk, 25 in Kuibyshev, and 60 in Sverdlovsk.

Pioneers and schoolchildren during the war years attended to the wounded in hospitals, collected warm clothing for the Red Army, collected scrap metal, and raised funds for weaponry. Many pioneers and schoolchildren of the country received

personal thanks from Comrade Stalin for their active assistance to the front.

Children who worked during the war retained a lasting memory of this time, not only as a difficult and arduous period, but also as a heroic time of selfless struggle by the Soviet people against fascist barbarism.

In the first post-war year, the public work of pioneers and schoolchildren aimed at helping their native country continued during the summer of 1945. Schoolchildren worked in agriculture, continued operating children's production workshops, and some schools initiated work to help children who had lost parents, as well as to assist schools and orphanages in liberated regions.

In the 1945/46 school year, individual schools began to return to extracurricular work in the pre-war volume of time, helping to raise the quality of education and upbringing.

However, the expansion of extracurricular work is hindered by difficult conditions remaining from the war years—multi-shift school schedules, lack of literature, teaching aids, and materials, teacher overload with main work, and student overload with homework.

A major obstacle to the development of extracurricular work in schools at present is the completely unsatisfactory state of out-of-school methodological organizations.

However, the main reason for the unsatisfactory state of extracurricular work is the lack of attention to it, primarily on the part of public education authorities. In the Ministry of Education itself, and previously in Narkompros, the issue of

extracurricular work in schools has not been brought up for discussion by the Board over the past five years. Local public education authorities also "cannot find time" yet to deal with extracurricular work with children. There is no real attention to extracurricular work from school directors and heads of academic affairs.

Despite, however, the unwarranted underestimation of extracurricular work by public education authorities, it is gradually starting to recover.

Even now, we can outline the directions along which this work is progressing.

Of special importance in both upbringing and educational terms is extracurricular work that has a local history/studies character and is closely linked to classroom work in the fundamentals of sciences. Children, studying their home region (village, town, local nature), begin to love their native country more and better understand the grand scope of the Soviet people's reconstruction work.

In educational terms, local history work by schoolchildren is valuable because it is closely linked to the teaching of academic subjects; it deepens and expands students' knowledge of scientific fundamentals, making this knowledge more solid and convincingly applicable to real life.

An event such as the Sverdlovsk Regional Young Naturalists Station holding "Club Days" in schools is valuable primarily for its educational influence on children. Studying, for example, the topic "The Urals — Land of Gold", the natural wealth of their native Urals, its mineral resources, birds,

valuable wild plants, and agriculture, all school clubs joined together to hold club days on this specified theme: they prepared exhibitions and mass performances. 167 schools and 310 educators participated in holding the club day. 4,800 students prepared for it and learned much that was new about their native Urals. After holding such a club day, the Urals became closer to them, truly appearing before the schoolchildren as an integral part of the great Motherland of the Soviet Union. Thus, in the process of active local history work, children are brought up in the spirit of active Soviet patriotism.

It goes without saying that children acquire solid and deep knowledge in the process of this work. They often source the recommended popular-science literature themselves and read it. In this way, one of the most difficult problems of extracurricular reading is solved—accustoming children to reading popular-science books.

An example of growth in a school's educational and upbringing work is School No. 374 of the Sokolniki District in Moscow. From a lagging school, it became exemplary; its previously unorganized student body now displays models of organization and discipline. This was achieved to a significant degree through broad and versatile local history extracurricular work combined with excitingly organized youth tourism. Comrade V. I. Gryazev — the school principal — skillfully utilized his skills as a tourist-geographer. Currently, a local history society has been organized at the school, consisting of 4 sections (history, geography, natural sciences, language and literature), headed by school teachers. Section members are students from

grades 4 through 7. The basis of all sections' work was set to study Moscow in connection with its 800th anniversary.

The History Section in the past school year collected material on the topic: "Moscow in the Struggle against Foreign Invaders." They studied their neighborhood in detail and collected material on the history of their local factories: "Krasny Bogatyr", "Kozhkombinat", etc., located in the Sokolniki District. The section is writing an explanatory dictionary of street and alley names in the Sokolniki District; identifying heroes of the Great Patriotic War living in the area; and collecting material on the history of the Great Patriotic War for the school museum.

The Geography Section studies the nature and economy of Moscow. Section members thoroughly acquainted themselves with Moscow as the political, cultural, and industrial center of the USSR. They conducted several geological field trips, collected rock samples composing the surface of the Earth's crust in the Moscow region, and mapped the geological structure of the region. They study the economy of the Sokolniki District. They collect product samples manufactured by local factories and plants to organize an exhibition on the economy of the Sokolniki District. They keep weather observations and draw monthly diagrams. In the process of studying their home region, young geographers acquire a whole series of practical skills in collecting collections, taxidermy, reading topographic maps, etc.

The Natural Sciences Section conducts studies on the flora and fauna of Losiny Ostrov. In the school's local history museum, this section created a living corner featuring several

aquariums and insect cages. During a field trip, students caught a small squirrel named "Rizhik" (Reddie), which they attentively care for. They conduct observations on resident and migratory birds. They studied the soil of the local area. Studying the local flora and fauna, the children supply the school museum with rich material on botany and zoology. The section planted greenery in the schoolyard and engaged in greening rooms inside the school.

The Language and Literature Section studies the representation of the home capital in literature and painting. Section members visited all literary museums and art galleries in Moscow, and write *bylinas* (epic poems), essays, and poems about the heroes of the Great Patriotic War and their home Sokolniki District.

As a result of the work of all sections, a school local history museum was created.

In June 1946, the local history society conducted a comprehensive survey of the Yauza River from its sources to its mouth. The upper reaches of the Yauza — a peat bog 12 km from Mytishchi where the river originates — were studied in detail. As a result of the study, which lasted the entire month of June, rich material was gathered on geology, hydrography, biology, history, geography, meteorology, and topography characterizing both the Yauza River and its surroundings. All sections of the society participated in the Yauza expedition.

The final trip of the past academic year was an excursion to the southern coast of Crimea. The young tourists visited Simferopol, Alushta, Gurzuf, Yalta, Alupka, and Evpatoria,

made climbs up Mounts Kastel, Katerindag, and Darsan, and took boat trips on the sea.

Tourism at School No. 374 took deep root; it helps strengthen children's health, fosters willpower and conscious discipline, and promotes successful learning. Such is the experience of an advanced Moscow school.

In provincial schools, extracurricular local history work is also being established, highly principled in its ideology and socio-political influence on students. In the secondary school of Semenov, Gorky Oblast, under the direction of history teacher B. A. Nikiforovsky, a history club operates with the goal of collecting materials for a school museum on the history of the Great Patriotic War. The club began its work by gathering photographs and writing biographies of former school students who participated in the war. The portrait gallery of the club and its albums are gradually growing, supplemented by portraits of other town residents who were war participants. Stories of battles are recorded, and letters from soldiers and commanders to relatives and acquaintances are collected. A special corner is dedicated to portraits of heroes who gave their lives for the freedom and independence of their Motherland. It is decorated with flowers and banners. On commemorative days honoring the Soviet Army, a pioneer honor guard is posted here. Vivid pictures and images of the heroic epic—the Great Patriotic War of the Soviet people—stand before the children's eyes.

As material accumulates, it is planned, in addition to the specified sections, to set up a department showing what the school and its students did during the war to help the front. Another section being planned is showing how industrial

enterprises of the town ensured victory through their selfless labor, and how local collective farms provided food for the army and Soviet cities.

Such work should be recommended to all schools in the country.

Handicrafts and technical activities develop in schools primarily in the direction of making visual aids.

School No. 1 in Podolsk, under the direction of teacher Kadnikov, produces visual aids for biology. This work made the school famous across the entire Moscow Oblast.

Known throughout the country are the schools of Chapaevsk, Kuibyshev Oblast, and Syzran School No. 1, where physics instruments are manufactured under the direction of teachers Babushkin and Petrov.

Needlework clubs are widespread in girls' schools. In the Chistovernoe school of Novosibirsk Oblast, 30 girls from 7th–10th grades work in the needlework club. They learned satin-stitch embroidery with colored silk, as well as artistic appliqué work. They lacked colored threads, so they gathered colored silk scraps, unraveled them into threads, and thus solved the predicament.

In the Banazur school (Nagorno-Karabakh Autonomous Oblast), girls in the needlework club master techniques of ancient Armenian and Azerbaijani embroidery, Ukrainian embroidery, and Russian sewing. Club members learn to weave Caucasian carpets, benefiting from consultations by elderly master craftswomen.

Handicraft clubs working with cardboard and paper, making toys, and organizing book repair and binding are starting to appear in schools.

All this manual work uses simple materials and tools and is distinguished by great educational value. It arouses interest in and love for physical labor, awakens creative abilities, develops taste, exercises the hands, and builds general manual dexterity.

As greater opportunities arise, technical clubs with more complex work content emerge: aircraft modeling clubs, making working models, and clubs for electrical and radio engineering; these clubs are concentrated primarily at children's technical stations (Molotov, Novocherkassk, etc.).

This work must be developed and organized in schools in every possible way; it helps familiarize students with the latest achievements in science and technology.

However, one must not neglect manual labor where students master the "ABC of labor," satisfying their needs for elementary technical creativity.

Interesting is the experience of extracurricular work with students at the Chernovskoye secondary school, Kyshtovka District, Novosibirsk Oblast. In time free from classes, the student body under the leadership of their principal, Comrade Alpidovsky, over several years planted and cultivated an orchard on the school grounds—the first in the district—consisting of hardy Michurin varieties suitable for Siberia. Apple trees in the Chernovskoye school orchard live under

conditions of severe Siberia, bloom, and bear fruit. In 1945, the first apple harvest was gathered.

The school has a greenhouse where young naturalists grow seedlings of heat-loving plants that are not yet common in the district. They grow enough seedlings to supply not only the school, but every student receives plants to plant at their parents' homestead; they also supply seedlings to the collective farm.

The pride of the school is its apiary. There are 10 hives in total, located year-round in one of the school's spare rooms. Beekeeping is conducted according to the so-called pavilion system, which is very convenient for educational purposes: the life of a bee colony can be observed year-round. The bees are cared for by young naturalists/beekeepers.

Under the direction of physics teacher Comrade Pasikov, students brought electricity to the school. Wiring was run from the Machine and Tractor Station (MTS) to the school over a distance of 2,000 m. Through this work, teacher Pasikov united a club of students—technology enthusiasts. Now they build working models and physics instruments.

Widespread, especially during summer holidays, is the work of both rural and urban schoolchildren in agriculture. This work, however, being merely labor assistance to collective and state farms or suburban auxiliary farms, has a one-sided significance. Often it is not connected with educational work, which reduces its pedagogical value. Children's agricultural labor on school plots or collective farms must be combined with experimentation, observations of plant life, and broad

study of the region's natural resources; only then does it transform into a valuable pedagogical endeavor. Admittedly, over the last academic year, facts showed a faster development of this type of extracurricular work compared to others. For a rural school, extracurricular work in agriculture and studying surrounding nature has exceptional educational value. The rural school faces the task of instilling in collective farmers' children an interest in and love for socialist agriculture. Already in the first post-war year, agricultural equipment expanded at a rapid pace on collective farms. An average collective farm in Gorky Oblast during the harvest and winter sowing period this year had at its disposal 8–10 motors (tractors, automobiles, combines, stationary engines). The necessity of mastering advanced agricultural technology stands before rural youth as a paramount task. The school, by teaching the fundamentals of physics and acquainting its students with internal combustion engine design and electricity, has full opportunity to practically familiarize its students with motors and the application of mechanics laws. Urgently facing collective farms today are tasks of restoring soil fertility and restoring intensive branches of agriculture such as horticulture, beekeeping, and collective farm livestock breeding. In teaching natural science and chemistry, these questions cannot be bypassed.

Obviously, even today one should not forget Order No. 1260 of the Narkompros RSFSR, issued in August 1940: *"On measures to improve the work of rural schools toward establishing a stronger connection between school education and agriculture."* This order, supported at the time by the broad Soviet public, defined a minimum of practical work in extracurricular time and agricultural excursions.

Of immense political and economic value is school work that instills respect for the Stalinist charter of agricultural artels, careful attitudes toward socialist collective-farm property, crop protection work, orchard protection, etc.

Raising the school and student body to this work is a serious task for young naturalist and young technician stations. Therefore, one must recognize as completely correct the line of the Sverdlovsk Regional Station of Young Naturalists, which last year launched major work to help schools. The experience of this station can serve as a model both for agrobiological and technical stations, as well as for many other out-of-school institutions whose direct duty is primarily to assist schools in establishing extracurricular work.

The Sverdlovsk Regional Station of Young Naturalists conducted two reviews of school plots in the region during the past school year. In total across the region, 450 schools were inspected, and 40 schools in the city. Participating in the inspection were 1,750 students and 150 public representatives. The review yielded a great positive result.

As a result, 10,000 ornamental trees and 40,000 flower seedlings were planted near schools. 4,000 students participated in a competition for best gardener. The best fruit and berry gardeners were at the Nizhnevesetsky school and School No. 44 in Sverdlovsk. On school plots, Sverdlovsk Oblast students grew the best regional potato varieties — Sverdlovsky and Berlichingen; moreover, some schools were able not only to plant new potato varieties on their own plots, but also to share planting material with other schools and collective farms. A major event was conducted by Sverdlovsk

Oblast schools on nature conservation. In holding "Bird Day", 150 schools and 1,250 students participated, making and timely hanging 950 birdhouses in school gardens. Over 120 excursions with schoolchildren were conducted to study growth locations of wild medicinal plants, mushrooms, and wild berries.

Together with Komsomol organizations and schools, the regional young naturalists station organized interesting exhibitions showing results of young naturalists' work in school Pioneer camps. The exhibitions were very rich, colorfully designed, and valuable in educational terms.

A mass form of extracurricular work is sports involvement. There are a number of schools where mass sports work is well established. Here, students engage in sports with enthusiasm, discipline is better, and children's leisure time is organized interestingly. Taking the past academic year, one can name several regions (Tambov, Sverdlovsk, Moscow, Leningrad) where sports and mass physical activity among schoolchildren received widespread adoption. For instance, in Tambov Oblast, the majority of secondary and seven-year schools operated systematic sports sections:

Section	Quantity	No. of students
Skiing	48	14,500

Section	Quantity	No. of students
Gymnastics	236	4,200
Acrobatics	63	over 300
Folk dances and games	406	700
Hockey and ice skating	—	200

In the region, there are two sports schools. District, regional, and republican ski competitions were held, along with cluster and regional competitions between Pioneer troops.

Particularly interesting was a 10-day, 100-kilometer hike conducted by Moscow School No. 374 along the front line of Moscow's defense, visiting battle sites of Rokossovsky's army. The hike was advised by Lieutenant Colonel Nikolsky; correspondents from *Komsomolskaya Pravda*, *Pionerskaya Pravda*, and *Fotokhronika* accompanied them. Rich material was gathered for the school museum of the Patriotic War—the entire route was plotted on a topographic plan by students, many sketches and photos were made, and accounts from

residents were recorded, enabling students to compile a history of Moscow's defense along that section.

Is this not exciting work that holds great educational and upbringing value?

The first and main question asked to Comrade Barabanova, director of the Sverdlovsk Station, at a conference of young naturalist station directors was: *"Tell us, how do you manage to get hundreds of schools and thousands of kids involved in your every event? How does that work? Many try to do this, having a warm desire, but it doesn't work out."*

Her answer was simple: *"We involve teachers in running them —we work hard and persistently with teachers."*

It must be said that mass forms of work are very labor-intensive for their organizers. Here one cannot get by with letters and written instructions alone. Great organizational and pedagogical work is required. Schools face a major task: involving parents and the broader public in deploying extracurricular work.

To consolidate the success of mass extracurricular events, transitioning to systematic, long-term forms of work with a more constant group of participants of similar age is essential. Such forms currently include diverse clubs covering scientific fundamentals, technology, and agriculture; various societies (e.g., geographers, historians, etc.); and systematically operating clubs (such as the gardeners' club at the Gorky Children's Station).

Of course, ongoing forms of work arise not only in connection with mass events. Reasons for organizing clubs can include

regular school classes, proposals stemming from Pioneer work, suggestions from teachers, active student groups, and others.

Whatever forms extracurricular work takes, the following factors exert a major influence on the success of classes:

a) A sufficiently complete and clear awareness by children of the goals of upcoming work, understanding the meaning of necessary tasks and practice exercises; all this requires serious preliminary preparation by the leader, thoughtful selection of useful products, and assignments that lead to definite, clear results.

b) Development of a system and sequence of work taking into account student age, background, execution technique of proposed tasks, availability of materials, etc. This condition requires a definite program in extracurricular work. It is a pity that very few such programs have been published so far. However, given the wide variety of working conditions and children's interests, extracurricular programs should be viewed as sample guides helping teachers draft clearer plans for local conditions.

c) Demonstration and instruction during the work process (both group and individual), using illustrations, product samples, drawings, blueprints, and recommended accessible literature.

d) Involving children themselves in organizing the work, record-keeping, and creating conditions necessary for success.

Flaws in extracurricular methodology currently include: frequent use of verbal/bookish methods (a predominance of children giving "reports" over organizing live activities), failure to consider children's questions and interests, pursuit of contrived/over-complicated structures (complex charters, intricate organization), and insufficient attention to the educational impact of extracurricular work.

For successful extracurricular work, decisive importance currently belongs to organizational and organizational-pedagogical measures, which include:

a) Thoroughly planned work scheduling;

b) Preparing the necessary base for extracurricular activities: a work room or corner, or where possible, technical workshops, school garden plots, fenced areas equipped with basic agricultural tools; creating a children's library at every school, and establishing ties with nearby industrial or agricultural enterprises (factories, plants, auto bases, power stations, collective and state farms) and cultural-educational institutions;

c) Involving parent communities, school patrons, public, trade union, party, and especially Komsomol organizations to assist with extracurricular activities;

d) Assessing and assigning teachers, active parents, and older students capable of conducting specific types of extracurricular work; organizing systematic methodological work with them.

In educational terms, summer work with students (playground programs, summer camps) takes on special significance. For lower grades, summer activities include agricultural work on school grounds, light assistance tasks for collective/state farms, nature excursions, collecting medicinal plants, mushrooms, and berries, physical culture, summer games, entertainment, and health-improving measures. For middle and upper grades, activities include agricultural labor combined with experimentation, hiking trips across the local region, long excursions, and sports.

The center for organizing summer activities for school-age children is the school itself. Therefore, the summer two-month vacation for teachers must be planned to ensure supervision and guidance of children's activities; Pioneer leaders, active parents, and older students must also be involved in summer work.

Facing public education authorities and out-of-school institutions, along with their direct work of serving children, is a very serious task—helping schools train extracurricular personnel from among teachers and capable older students.

The Ministry of Education must take appropriate measures to allocate suitable land plots to schools, supply schools with tools, inventory, and materials, issue methodological manuals on extracurricular/out-of-school work, as well as books and pamphlets accessible and interesting to students; secure necessary funds to pay leaders of productively operating clubs, and reward initiative-taking, successful teachers.

For research institutions, particularly the Academy of Pedagogical Sciences, the 1946 Conference on Public Education set clear tasks:

> **a)** Based on studying and generalizing experience, develop scientifically grounded methodological guides for various types of extracurricular work;
>
> **b)** Study the impact of extracurricular/out-of-school work on student development across ages, strengthening willpower, character, self-reliance, initiative, discipline, and behavioral culture.

The Academy must unite teachers and methodologists working on children's extracurricular issues.

An active helper to the Ministry of Education and public education authorities in this vital cause is the Leninist Young Communist League. Local Komsomol organizations must serve as support for education authorities and schools in expanding extracurricular work as a primary means for an overall rise in school educational and upbringing work.

The Pioneer organization, under the guidance of teachers and school principals, must become the living, versatile heart of student activity in extracurricular time.

Combining the efforts of the school, family, public, and youth organizations themselves—this is the main organizational task of public education authorities and school directors.

Having united all forces, the school will better fulfill its direct tasks—teaching children well and bringing them up properly to

make them cultured, organized, disciplined citizens worthy of their socialist fatherland.

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EXTRACURRICULAR WORK IN SECONDARY SCHOOL

(From the experience of School No. 110, Moscow)

Extracurricular work is of great importance in student education and upbringing. It should be mass-oriented and built strictly on voluntary principles.

Types and forms of extracurricular work found in schools are diverse. In our school, the most practical and justified types of extracurricular activities are:

1. **Club work**
2. **Mass work**
3. **Individual work**
4. **Student press**

In recent years, we transitioned to new work forms—organizing voluntary student societies instead of standard clubs: "Young Historian", "Young Chemist", "Young Physicist", "Young Geographer", "Young Naturalist", "Young Literature Lover", and "Young Mathematician". We were guided by the following considerations: voluntary membership in a society bestows certain rights and imposes definite duties on members, instills greater respect for their work, lends weight to this activity in students' eyes, and evokes a high sense of responsibility. Societies elect prominent specialists

from various fields working in higher education institutions (in our case, mainly professors and associate professors from Moscow State University) or research institutes as honorary members at their meetings, sending them invitations to attend meetings. And it must be said that from time to time, honorary members—capital scientists—attend school meetings of student voluntary societies, share their thoughts on tasks and working methods, and offer valuable practical advice and directions. This, of course, further strengthens the society's authority and gives greater significance to its activities.

Every society has its own charter. Moreover, we ensured that one very important condition was included in every charter: a member of the society can only be a student with a grade no lower than "4" [out of 5] in the elected specialty and no lower than "3" in all other academic subjects. A student cannot remain a member if their academic performance changes and they receive unsatisfactory grades. Each member is required to complete at least one practical research project during the year; otherwise, they cannot remain a member. These are, so to speak, unified mandatory requirements for all society members without exception.

Take, for example, the charter of the "Young Biologist" society. It consists of four sections:

In the **first section**, the society's goals are formulated. Briefly, they boil down to: satisfying scientific interests and requests of students in various fields of biology, deepening knowledge, developing skills in observing wildlife and experimenting, cultivating the ability to use scientific literature (domestic and foreign), preparing students for independent practical work,

nurturing love for nature and awareness of the need to protect native flora and fauna, forming a materialistic worldview, and fostering patriotic feelings.

Next, working methods are outlined. The society establishes ties with scientists, research workers, and students of Moscow University. The society marks historic dates related to great scientists, organizes public presentations by its members with invited specialists, participates in scientific expeditions and student club activities at Moscow University, and helps equip the school biology room and conduct lab work.

In the **second section**, conditions for candidate admission and advancement to full membership are defined (discipline, academic performance, preliminary completion of interest work in the specialty). The procedure for electing honorary members is specified.

In the **third section**, rights and duties of society members are outlined. Members receive a unified membership card and badge. They enjoy voting rights at general meetings or section sessions, can elect and be elected to any society body, enjoy library privileges, etc. Small monetary dues are established (2 rubles per year), spent on society needs at the board's discretion. Any member can freely leave at will. Conditions for expulsion are set (offenses contrary to society goals, violating board decisions, avoiding active work, declining discipline/grades).

In the **fourth section**, the society's structure and governing bodies are established. Governing bodies include: General Assembly of members and candidates, Board (5–7 people), and

Audit Commission (3 people). The society is divided into sections. The board chairman is a biology teacher, while section leaders are parent scientists, older students, or university students.

To illustrate, here are sample topics studied in sections of the "Young Physicist" society: "The Electron", "Wave Motion", "Nature of Light", "Photoelectric Cell", "Intra-atomic Energy", "Concept of Relativity Theory", "Molecules and Atoms", "Liquid Gases and Their Application", "Laws of Energy Transformation and Conservation", "Laws of Floating in Air and Water and Their Practical Use", "Physical Principles of Aircraft Motion in Air", "Perpetual Motion Machine", "History of the Lightbulb", "Visible and Invisible Rays", etc. Furthermore, around 30 laboratory experiments were conducted including testing electric meters, assembling optical instruments, setting up projection apparatuses, determining heat output of heaters, etc. 42 students belong to this society.

We strive to ensure that within the society, alongside collective work, active independent work by each member is carried out.

Here is how we achieved this in the "Young Physicist" society, for example. Individual activities consisted of reading supplementary popular-science physics and technology literature; compiling physics/tech puzzles and detailed solutions from various sources; gathering physical facts and phenomena in macro and micro worlds; performing lab work at school and home with detailed written reports; and writing papers/reports on special topics.

In individual work topics, student attention was directed toward historical paths of discovering physical laws and applying them in modern technology, as well as biographical materials (Jacobi and his work in electric lighting; A. S. Popov — inventor of radio; the significance of Galileo's and Newton's work in mechanics; Lomonosov, Stoletov, Zhukovsky, etc.). The lives and achievements of great scientists serve as a fine example for youth, instilling love for labor, persistence, and tenacity in overcoming difficulties. Historical-biographical topics are successfully developed by 6th, 7th, and 8th graders; 9th and 10th graders handle more serious scientific-technical topics well, such as "Foucault Currents and Their Use" or "Color of Bodies and Principles of Blackout Camouflage".

Topics for individual papers should be chosen carefully, matching students' general preparation, abilities, and age. They must be manageable; accessible literature must be selected for study.

It has been noted that society members often overestimate their strength and attempt overly complex topics, such as "Quantum Theory", "Nuclear Reactions." In such cases, the chairman of the society council—the teacher—is obliged to tactfully shift the student's interest and attention in a timely manner toward more accessible and no less fascinating problems, such as "Speed of Molecules and Methods of Its Determination" or "Magnitude and Method of Determining the Mass of Molecules."

Guidance of the individual work of society members consists mainly of consultations concerning the essence of individual concepts and methods of preparing material for a report or

essay and ways of structuring it. Experience has shown that the most suitable order in the work of students (which we strongly recommended to all members of the society) is: gather, if possible, all the necessary literature on the topic in question and study it thoroughly; while reading, make notes on separate cards about what is particularly important and what will be used in the report or essay; then obtain a consultation from the teacher on poorly understood points, if necessary; after this, one can proceed to draft an outline for the report and submit it for approval to the section head. Finally, the report is prepared in written form, and the student reads it at a section meeting or even during a class lesson, if the teacher finds this appropriate and if the report topic is significant for a more thorough mastery of the curriculum material.

Along with all this, it is very important to ensure that the student does not slavishly follow any single source, but uses, as far as possible, a large number of sources and arranges the collected material according to their own plan. This will be good training for independent work with books, the immense general-cultural importance of which cannot be overestimated.

Among individual works are also laboratory works, which we have already mentioned.

In our school's practice, we made an attempt to bring extracurricular activities closer to classroom lessons. It proved to be successful. Homework assignments were supplemented from time to time with interesting tasks designed for creative student work. This concerns various kinds of assembly work, drafting diagrams, graphs, tables, and other types of visual aids.

For example, the following project was carried out: a pocket flashlight battery was disassembled. Each part of the battery was attached separately to cardboard, and its purpose was indicated under each part. The result was something like a poster that provided a visual representation of the device of an electric battery. They also compiled a graph of the average temperature for the past week; a graph of daily electricity consumption by the school compared to the established consumption limit; tables of fuel caloric value, specific resistance, etc. Such a convergence of extracurricular activities of the student with classroom work significantly aids in the solid and deep mastery of the educational curriculum.

It seems that it would be interesting to provide here some data on the life and activities of the members of the "Young Chemist" society over the past academic year. Using this society as an example, one can judge quite fully the principles, tasks, and methods of conducting extracurricular activities with students.

The organizational period in the work of the "Young Chemist" society was minimized in terms of time. As early as September, the members of the society began carrying out specific assignments. There were 49 people in total. Soon after, an open meeting of society members and candidates was held in the chemistry classroom, where they heard a report by Prof. A. P. Terentyev of Moscow University on chemistry in everyday life, approved the membership roster of the society, and elected a council and an auditing commission.

Prof. Terentyev's report was accompanied by interesting demonstrations and left an indelible impression on the students.

All members were divided into sections and met regularly once a week. Section leaders, assigned by the university, took their work seriously, became close with the students, and enjoyed great affection from them.

Great and serious interest in the work of the society arose on the part of the students' parents. Parents came to chemistry teacher L. I. Rozina to talk about the work of their sons. They assisted the society in every possible way: obtained the necessary reagents for chemical experiments, helped organize a special library at the society, typed necessary materials on a typewriter. Among other things, with the assistance of

parents, membership cards were printed at a printing house. Parents even took a direct part in developing the topics on which the children worked. One student illustrated his report on "Dyes and Dyeing" with a splendid album sent to him by his father.

The society was named after Hero of Socialist Labor Academician N. D. Zelinsky. Personal communication with the academician had a very beneficial educational impact on the students.

The society held two evening events, one of which was dedicated to the life and work of D. I. Mendeleev. At this event, a report on Mendeleev was given by a 10th-grade student, A. Then, the society was officially named after Academician Zelinsky. Speeches were delivered by Prof. Vasilyev, Prof. Verkhovsky, and N. D. Zelinsky himself.

In addition, a special session dedicated to D. I. Mendeleev was held, at which students delivered six reports highlighting the

relationship between the periodic law and modern views on the element.

Another evening event was dedicated to the memory of M. V. Lomonosov.

Later, Academician N. D. Zelinsky presented the society with his autographed portrait. At his invitation, a group of society members visited him twice as guests. They presented him with an honorary member card and showed him their written reports. He treated each work very attentively and gave the students a number of valuable practical pieces of advice. The main thing he recommended to the student youth was not to confine oneself within the bounds of a narrow specialization until one becomes a fully developed individual. "Our Lomonosov Moscow University," Academician Zelinsky used to say, "has always prepared people with broad scientific horizons." These words serve as one of the guiding principles for the school in organizing extracurricular activities, for in a general education school, general educational goals must stand in the foreground.

Society members organized several meetings with authors of chemistry books, staff members of journals, and other chemical specialists.

In the work of the society, a prominent place was occupied by extracurricular reading. The promotion of extracurricular reading in chemistry begins from the very first chemistry lessons in Grade 7. Naturally, society members considered it their duty to familiarize themselves with the literature recommended by the teacher. Seventh-graders thus used

Bronshtein's book *Solar Substance*, the anthology *Introduction to Chemistry*, Prof. Khodakov's book *Hydrogen*, Ilyin's book *100,000 Whys*, *Stories about Rubber*, Fersman's *Entertaining Mineralogy*, and others.

Eighth-graders made extensive use of encyclopedias, special card catalogs, and reference books. Ninth- and tenth-graders read very serious supplementary literature, finding, for example, the definition of an atom in the works of Prof. Menshutkin and Prof. Glinka, an explanation of the electrolysis process in the works of Prof. Khodakov, guidelines on methods for solving chemical problems in the works of Prof. Nekrasov, etc.

In the chemistry classroom, special display cases of popular science and journal literature on chemistry were exhibited.

The society published its own wall newspapers: "Young Chemist" and "Chemistry in Life," which featured reports on talks given in the society, lectures held outside school walls, reviews of new works in chemistry, and notes on the activities of the society's sections. In addition, interesting handwritten collections were compiled: "Water" and "Radioactivity and Atomic Structure."

We are unable to list in detail the numerous reports and essays prepared by the young chemists during the year. We will only point out that one part of them was tailored to classroom work and read in lessons during the coverage of new topics or during the review of covered material; another part of the reports went far beyond the school curriculum and was read at meetings of the society itself. There were also special reports prepared by

senior students for younger ones, and finally, reports made by society members outside of school.

Great importance is attached to practical work in chemistry. Society members prepared and performed experiment demonstrations in class under the guidance of teachers, fulfilled duties as lab assistants during laboratory classes in lessons, and acted as assistants during public reports by their peers; they monitored the equipment of the chemistry classroom, maintaining the necessary order in it. The society took an active part in conducting practical work for all tenth-grade students in organic and inorganic chemistry, as well as in making visual aids for chemistry (tables, diagrams, collections). Over the course of the year, many valuable instruments were made—for example, devices for obtaining sulfuric acid by the chamber process, a device for synthesizing ammonium salts, for projecting reactions onto the ceiling, for conducting electrochemistry experiments, for dry distillation of wood, for obtaining bromine, for verifying the law of conservation of mass, a model fire extinguisher, a model city filter, a model for setting up Lavoisier's experiment, and others.

Work in the society gave its members excellent practical training and instilled in them skills for independent work that will be so necessary for them in higher educational institutions (taking lecture notes, using supplementary literature, preparing reports, knowing how to handle instruments and set up experiments). In addition, extracurricular work in this case served as an excellent school of character building.

We do not mean to say that all our secondary schools must embark on the path of organizing voluntary student societies

and work in the same manner. Many schools may lack the conditions for this. But the examples given here, in our view, can serve as good pedagogical orientation points showing the possible depth, character, and educational-developmental significance of extracurricular activities. The organization of student societies does not mean at all that one must abandon somewhat narrower, yet no less valuable, forms of circle work. These forms are preserved in our practice as well. Along with the societies, a "Circle for the Production of Geography Visual Aids" and an "Electrical Engineering Circle" functioned in the school.

Visual aids in geography made by students through circle work are of great pedagogical value. They help teachers significantly in lessons—for example, giving a clear, concrete idea of distant geographical objects that children have not had the chance to observe, and of those geological processes that every person studying geography needs to know.

Several relief maps were made (Volga River delta, Lake Baikal), an electric map (geographical distribution of useful mineral resources of the USSR, map of the USSR), several dynamic models (active volcano, geyser, avalanche, rockfall), several panoramas (a fjord in Norway), and a great deal of three-dimensional aids (cross-section of a river valley, weathered and eroded bank, various types of craters, four stages of destruction of an extinct volcano, coastal dunes, barchans, a waterfall, mountain landscape, karst, canyon, tundra, savannas, etc.).

In the electrical engineering circle, students underwent great practical training in applying the knowledge gained from

studying the electricity section in the physics course and, moreover, expanded their theoretical knowledge in this section (electrical wiring, household electrical appliance devices, checking wiring, various cases of damage to it and repairs, detailed study of an electric motor, transformer, high-frequency generator, etc.).

Experience showed that it is pedagogically advisable from time to time to carry out a comprehensive development of one or two large topics, involving all student societies and circles in this work. Joint work on a single topic raises the students' interest in extracurricular activities even more, unites them, inspires them, and excites their creative impulses. In our practice, several topics have been developed in this way: "The Volga—a Historic Russian River," "M. V. Lomonosov—a Great Russian Scientist," "Hero-City Leningrad," "Moscow—Heart of the Fatherland."

Let us briefly note the main organizational aspects that should be taken into account in this process.

The comprehensive development of large general-educational topics with the participation of all student circles must be stimulated by some clearly defined, concrete goal capable of interesting the entire school. If there is no such single concrete goal, then the development of a topic across various circles may go astray. We set such a goal before the circles: to hold a school-wide student conference dedicated to the chosen topic. At the conference, each circle must present its own original interpretation of the topic from the angle that is closest to the nature of that circle.

fits the character of the circle. Say, at the conference "The Volga—a Historic Russian River," the geographers' circle will provide a full geographical presentation of the Volga in its speeches; young historians will speak about the most important historical events connected with the great Russian river; literature lovers will select and read the best descriptions of the river in the works of Russian writers and poets; art circles will perform Volga songs, etc. Understandably, such complex work requires that it be carefully thought through by school leaders and teachers (at the pedagogical council and in methodical associations) and no less carefully planned. The school library is obliged to provide circle members with exhaustive reference information concerning the chosen school-wide topic.

A characteristic feature of mass work conducted with students during out-of-class time is that it directly responds to all significant events, phenomena, and facts of surrounding life, gives children correct ideas about them, awakens interest in them, and leaves a great emotional impression.

This includes various events through which children are included in the socio-political life of the country.

Mass extracurricular activities include: the organized observance of Red Calendar days (holidays: the October Socialist Revolution, Soviet Army Day, May 1st, etc.), morning and evening gatherings dedicated to various significant anniversaries and dates, evenings of children's artistic amateur performances, mass events during school vacations, collective visits to exhibitions, museums, theater, cinema, excursions, school meetings with writers, artists,

composers, scientists, leading workers of industrial enterprises, etc.

During the Great Patriotic War, students actively helped the families of mobilized soldiers, schools, and students in regions that suffered from German occupation.

The success of mass work depends, perhaps more than any other kind of work, on its organization. It must be particularly clearly planned and coordinated in all its details. Everyone must clearly understand their specific role. By no means allow event preparation in a "fire-drill" manner, with delays. Then everything gets scrambled, chaos ensues, organizational confusion occurs, and, ultimately, general dissatisfaction and disappointment follow. For the preparation and holding of a particular holiday, a committee should be designated no later than a month to a month and a half before the holiday, so that interesting material can be selected and well-rehearsed in advance for both the business and artistic parts of the morning or evening event. During the days of preparation for a holiday, the entire school lives with specific interests: a display of books, pictures, and documents is organized in the library; special issues of wall newspapers and special handwritten albums are published; collective readings are held in the Pioneer room, reading room, and classrooms after lessons; art circles prepare their choral and musical performances, write posters, and think about decorating the school on holiday days.

Excursions should occupy a prominent place among mass extracurricular events. Unfortunately, lately excursions have not enjoyed special attention from schools and teachers. Meanwhile, various student excursions into nature, to

enterprises, collective farms, museums, and exhibitions are of immense pedagogical importance. They not only provide rich supplementary material for the student's academic work, but also significantly expand the overall horizon of the schoolchild, increase their powers of observation, instill artistic taste, strengthen their desire to see everything, know everything, be active in life, and work better.

Conducting excursions requires great attention and effort from the school. Every excursion must be preceded by considerable preparatory work, divided into two parts: theoretical preparation (reading relevant literature, reports, discussions, posing questions that must be resolved through the excursion) and organizational preparation, which consists of dividing excursion participants into groups with specific tasks and preparing necessary equipment and materials. Such careful preparation creates a definite interest in the upcoming excursion among the students; they go with clearly formulated, concrete tasks, as a result of which, during the excursion itself, they do not simply contemplate what appears before them, but carefully examine everything from a known viewpoint, consciously striving to find answers to the questions that interest them.

Also important in excursions is the concluding work—the organized summary of results (drafting conclusions in written form, preparing diagrams, tables, models, organizing a reporting evening).

When organizing collective visits to the cinema and theater, it should be kept in mind that cinema and theater provide rich material for educational and developmental work, enrich the

inner world of the schoolchild, and do not merely serve as a means of entertainment and filling leisure time. Unorganized visits to cinema and theater bring little benefit to students. Without receiving the necessary guidance, they do not absorb the full depth of a film or play, or they interpret it in their own way, not as they should.

Every school must strictly fulfill its responsibilities in this matter, satisfy the requests of children in an organized manner, arrange regular collective visits to cinema and theaters, precede these visits with serious preparation, and end with a discussion of the impressions and knowledge gained.

Along with those forms of extracurricular activities that we have already mentioned, there is one more that stands somewhat apart and has not yet received widespread adoption in school practice. We mean **individual assignments** that a teacher gives to a student and that are completely unconnected with either circle or mass work of the school, concerning only one student and the teacher. It happens that a teacher advises a student to read a book, or perhaps gives it to them personally, or asks them to help prepare a new visual aid for the next lesson—a table or diagram—or draws attention to some phenomenon that might particularly interest that student.

Such individual work with a student is initially directly connected with classroom learning activity and stems from it, and only then, gradually expanding and changing qualitatively, transitions into extracurricular work. It requires from the teacher a good knowledge of the psychology of their students, their abilities, inclinations, and interests

interests, so that the individual assignments given to them are clear, manageable, and engaging. For a teacher, this is a very labor-intensive form of work, but at the same time it yields maximum effect, since in this case the teacher brings the student completely under their organizing influence and fully captivates them.

In individual work with students, a large place is occupied by the organization of **extracurricular reading**. In the struggle for deep and solid knowledge and high general-cultural development, extracurricular reading is of immense importance.

Children's extracurricular reading must be carefully guided and directed according to a coherent system that would serve as a great and necessary support for the child's developing inner world, which would not shatter or fragment the child's consciousness, but on the contrary, concentrate it into a single, cohesive worldview.

In this serious matter, the school library can and must provide great assistance to teachers.

The primary task of the teacher and the school library is to interest the student in the right book and instill a love for reading. This is achieved in many ways.

Our library, for example, organized meetings between student readers and writers or authors of popular science books, held broad reader conferences where interesting books were discussed, created display cases for new books, and made every effort to attract children's attention to them. For every popular book in the library, there is a brief review written

mostly by young readers themselves at the request of the head librarian.

The library persistently collects these reviews, writes annotations for new books, compiles bibliographic guidebooks, and teaches children how to use reference literature and work properly with books in general. At the library, there is a storytelling and literary reading circle, the meetings of which are always held with great interest. Children enthusiastically convey the content of the works they have read in an artistic form. From time to time, the library holds a competition among young readers for the best essay on books read;

last time, for example, a competition was held for the best essay on the topic "What the Ancient Dnieper Tells About Itself."

All these types of work with young readers have proven themselves well. Students' interest in books is steadily growing.

Let us point out another form of individual extracurricular activities which, as our experience confirms, has great developmental value—**free home essays by students**.

Five years ago, we introduced into practice the so-called annual essays for students. In addition to the class and home essays that children write in the ordinary course of study, we obligated every student, starting from Grade V and ending with Grade X, to write one essay during the academic year on any topic proposed by the school or chosen by the student themselves, in agreement with the school administration.

The student is required to ensure this is not an ordinary class or home paper. An annual essay must be incomparably more

thorough and therefore larger in volume. It must go beyond the bounds of the curriculum, be created according to one's own plan, and by no means be a simple retelling of what was read. The author is obliged to use available literature on the chosen topic, become acquainted, where possible, with the latest scientific data, conduct a series of independent observations if required, and attach explanatory drawings and illustrations to the essay.

As early as September, in the very first month of classes, all necessary organizational work is carried out, and students begin working on their essays. The deadline for submitting essays is set for April 1, a month and a half before tests and exams, so that work on the essays does not distract students in the last academic quarter from such an important matter as reviewing covered material.

Taking into account the colossal educational and developmental value of a student's independent work on an annual essay, we prepared the topics for these essays very carefully. A successful choice of topic and its proper formulation are already half the battle in a student's work. The topic must interest the student with factual material and give them a broad scope

scope for expressing their own thoughts and demonstrating their creative abilities.

Draft topics are prepared in advance by teachers of various specialties and discussed in detail at meetings of subject methodology commissions. Then they are reviewed and approved by the school director.

Teachers are set specific tasks. Topics must be prepared so that:

1. each of them has educational value, instilling in students high patriotic feelings, devotion to their people and the great cause of communism, love for the Motherland, for their native nature, native language, history and literature of their native people, and for their creative, constructive labor in science, technology, and the economy;
2. it allows for broadening the horizon of the writers, compelling them to go beyond the limits of knowledge provided by school curricula;
3. taken together, all topics represent a wide choice satisfying the diverse interests of the students;
4. each topic encourages the student not only to realize and master a certain sum of scientific facts, but also to critically evaluate these facts, understand the inner connections of the phenomena studied, substantiate their judgments, and draw conclusions.

What specific topics were recommended to students?

Let us turn first of all to *literary literature*. We made fullest use of domestic folklore and images from literary works in order to educate children to take pride in their Motherland and desire to give their strength for the good of the Motherland, for its honor, independence, and prosperity. Let us name a number of such literary topics for annual essays.

For Grade V: "Heroes of Russian Fairy Tales Loved by the People"; "Child Heroes in the Works of V. Katayev (*Lone White Sail* and *Son of the Regiment*)"; "Love for Nature in the Works of Arsenyev (*Dersu Uzala* and *In the Wilds of the Ussuri Region*)"; "Monuments to Pushkin in Moscow"; "Why Moscow Is Dear to Me."

For Grade VI: "Favorite Bogatyrs of the Russian People"; "Komsomol Heroes in the Work of N. Ostrovsky "*How Steel Was Tempered*"; "Chapaev—a Legendary Hero"; "Pavel Korchagin—a Patriot of His Motherland"; "Folk Heroes—Bogatyrs in the Creativity of the Peoples of the USSR" (*Manas*; *Dangar*; *The Knight in the Panther's Skin*); "Moscow in the Poetry of M. Y. Lermontov"; "Red Square in Moscow in the Works of Russian Writers."

For Grade VII: "The Song is the Soul of the Russian People" (Russian folk songs); "Glorious Russian Warriors as Depicted by Novikov-Priboy (*Tsushima*) and Stepanov (*Port Arthur*)"; "Russian Nature as Depicted by Pushkin, Gogol, Turgenev, L. Tolstoy."

For Grade VIII: "Kiev—Mother of Russian Cities"; "Patriotic Motifs in the Works of Pushkin and Lermontov"; "Realism and National Character of Krylov's Fables."

For Grades IX and X: "The Russian Woman as Depicted by Turgenev and Chekhov"; "Education and Its Role in the Formation of Personality" (using examples from artistic literature); "High Moral Qualities of the Soviet Person" (based on works of contemporary literature); "Soviet Youth in Struggle and Labor"; "Heroic Moscow in Artistic Literature."

Of course, when developing topics, teachers in individual cases also turned to models of Western artistic literature. Therefore, in Grade V there were topics such as "The Fantastic in the Works of Jules Verne (*The Mysterious Island* and *In Search of the Castaways*)"; in Grade VI—"Children as Depicted by Dickens" (based on the works *David Copperfield*, *Oliver Twist*); in Grades IX and X—"The History of a Young Person of the 19th Century in Works of Artistic Literature," "Hamlet and Hamletism," "Goethe and His Time." Unfortunately, due to lack of space, we are unable to provide here a more or less complete list of topics recommended to students in recent years, although such a list is of considerable interest.

The situation was somewhat different with the selection of *historical topics*. Here we had to stay closer to the range of knowledge provided by the school curriculum, since historical material, compared to literary material, presents greater difficulties for students, especially fifth- and sixth-graders. We also considered it necessary to give broader formulations of historical topics so as not to constrain students in determining the scope olume and even interpretation of topics. Let us name a few of them: "In the Land of the Pharaohs," "Monuments of Antiquity," "India—Land of Wonders," "Culture of Greece," "History of Slave and Peasant Uprisings," "The Hundred Years' War," "Great Geographical Discoveries," "Italian Renaissance," "Legends of the Founding of Moscow," "Struggle of the Moscow State against the Tatar-Mongol Yoke," "Garibaldi," "Moscow Kremlin and Its Construction," "History of Our School's District" (Grade VIII); "Personality of Peter the Great," "Suvorov," "Development of Serfdom from Its Inception to Its Fall," "International Relations on the Eve of

the Crimean Campaign," "Origin of the Russian People," "Struggle of Rus' for the Creation of Its State," "How the First World War of 1914–1918 Was Prepared," "International Relations of the Post-War Period (after the War of 1941–1945)," and others.

Particularly broad scope for independent work by students was provided by *geography*. The abundance of vivid, bright material accessible to children's understanding made it possible to offer students a wide range of topics covering all countries of the world and a variety of questions regarding physical and economic geography: "Around the Globe Along the Equator," "In the Mountains of Tian Shan and Altai," "The Urals—Treasure Trove of the USSR," "The Great Volga," "The Pacific Ocean," "New York," "Chicago and San Francisco," etc.

Topics suggested in *natural science* focused student attention on the main principles of Darwinian theory; they helped form materialistic views on nature: "Adaptation of Plants to Environmental Conditions," "Emergence of Animals from Water to Land," "Seasonal Changes in Animal Coat and Coloration," "Origin of Domestic Animals," "Is There Life on Other Planets?" Part of the topics touched directly on the history of biological sciences—"Darwin as a Scientist," "Life and Work of I. V. Michurin"; part of the topics were somewhat practical in nature and intended for young naturalists: "Medicinal Plants," "Bulb and Tuber Plants and Their Forcing," "Double Potato Crop."

Topics in *chemistry* were developed according to the same principle. Their main sections were: expansion of theoretical knowledge in chemistry; history of chemistry; chemistry in the service of man. To the first group belonged, for example, such topics as "Sulfur and Its Compounds," "Catalysis," "Inert Gases"; to the second—"History of the Discovery of Oxygen and Other Components of Air," "History of the Discovery of Halogens," "Biography of D. I. Mendeleev"; to the third —"Metals in the Service of Man," "Chlorine and Its Applications" (Grade VII), "Explosives," "Plastics," "Corrosion of Metals" (Grade X).

The list of *mathematical topics* is usually small—about 15 for all grades. These topics are also selected with a view toward developing students' independent thinking, resourcefulness, ability to delve into the connections of mathematical laws, more deeply understand history, and see the prospects for the development of mathematical sciences. Such, for example, are the topics: "Number System," "On Infinity," "Zero," "Irrational Number," "Mathematical Dictionary," "History of Equations," "History of Logarithms," "Magnitsky." It should be noted, however, that the theoretical development of mathematical issues is difficult for secondary school students, and understanding the history of this science does not come easily to them. That is why we offer a small circle of mathematical topics for essays, and these topics are chosen most often by students who feel a special aptitude for mathematics.

Finally, *physics*, like geography, gives us an unusual variety of vivid and fascinating topics. In Grades VI and VII, where physical knowledge and student experience are still very

modest, we suggest popular topics: "Aeronautics and Aviation," "History of the Study of the Atmosphere and Atmospheric Pressure," "Perpetual Motion," "Past, Present, and Future of Lighting," "Invisible Rays and Their Practical Significance," "Lomonosov and His Work in Physics and Engineering." Starting from Grade VIII, topics become more complex. They already require deeper knowledge, the ability to see the operation of physical laws in life and technology, etc. Here topics such as the following are developed: "Physical Conditions for Raising Sunken Ships," "Law of Transformation and Conservation of Energy in Historical Light," "Useful and Harmful Friction"; questions such as sound recording, physical characteristics of molecules, phenomena at temperatures near absolute zero, properties of crystals and amorphous bodies, cold luminescence, etc., are addressed.

The lists of topics approved by the principal are typed on a typewriter and handed to the class teachers, who bring them to the attention of the students. When the choice of topic by the students is made, the class teachers write down for reference who took which topic and systematically check throughout the year whether the students are working on their essays. Teachers of individual subjects in this matter "maintain complete neutrality" and remain on the sidelines for the time being. They have no right to advise students to choose a topic in their specialty or, even more so, exert any pressure on students in this sense. The choice of topic is made completely freely, depending on the interests and inclinations of the student. Besides the class teacher, only the head of academic affairs and the school principal can monitor students in this regard. Teachers of individual subjects provide students with necessary

consultation only after the choice of topic has already been made.

The teacher exerts a great influence on the choice of topic. If a teacher manages to seriously interest students in their subject, then the students, when choosing an essay topic, give preference to that subject.

It is interesting to trace how, gradually, starting from Grade V, the inclinations of individual students toward a particular branch of knowledge are formed. The formation of these inclinations finds its expression in the choice of topics for essays.

For fifth- and sixth-graders, whose interests are not yet sufficiently defined, the choice of topic is not always indicative. Children are guided here most often by considerations regarding the difficulty or ease of the upcoming work: whatever is easier, that is what they take. They settle mostly on geographical topics. Geographical themes, among other things, align more strongly than any other with the moods and dreams of children of this age. On the other hand, geography teachers have a hard time. This year, for example, geography teacher E. N. Tsvetkova received over 100 thorough papers from her students.

Over the years, the interest in geographical topics among some children acquires a certain stability. Here are a few examples. In Grade V, student S. wrote an essay on "Volcanoes of the World." Moving to Grade VI, he worked on monograph "Amazon," and in the past school year, in the 7th grade, he chose the topic "Far East."

Another student, P., in the 6th grade wrote an essay on the topic "Przewalski," and in the 7th grade was captivated by the topic "Miklouho-Maclay." Now he has moved on to the 8th grade, but there, as he himself stated, he will work on materials about the life and activities of Russian explorers.

Often, the students' choice of topics is connected to contemporary political events. The war with the German fascists and Japanese imperialists, in which we achieved a brilliant victory, brought about, as is well known, significant territorial changes. Students developed a special interest in the new regions of the USSR — Transcarpathian Ukraine, Kaliningrad Oblast, and the Petsamo region. Student L. from the 7th grade chose to write an essay about Sakhalin and the Kuril Islands. He read everything that could be found in the literature on this topic; he read 15 books, 22 journal articles, and 3 newspaper articles.

In the senior grades — VIII, IX, and X — students' attention is particularly drawn to topics related to the latest scientific achievements in chemistry and physics, especially topics like radar, jet engines, and atomic energy. This is fully understandable. New problems in physics and chemistry are frequently covered in the press. Their development and technical solution promise humanity an enticing future: a fundamental restructuring of industry, transport, and the power industry. Soviet youth dream of this future and strive toward it. While still at their school desks, young men want to mentally enter the laboratories of major modern chemical and physical research. They burn with the desire to participate in scientific research, and some consciously prepare themselves for this.

Two 9th-grade students have already been working on the topic "Atomic Energy" for two years and will continue working on it for another year — in the 10th grade.

An in-depth study of a particular topic became the decisive factor for many students when choosing a profession. Leaving secondary school, they went on to higher educational institutions in the very same specialty to which they had dedicated their annual essays. Here are a few examples. Student B. wrote an essay in the 8th grade on the topic "Hydrogen," in the IX grade — "Soda Production," and in the X grade — "Atomic Energy." Now he is a student at the Faculty of Chemistry at Moscow University. Students B. and A. wrote about explosives, dyes, and dyeing. One of them is now at the Faculty of Chemistry at the university, and the other is at the Mendeleev Institute of Chemical Technology.

For all that, one should not assume that the method of students' annual essays in itself gives such good results. Like any other method, it requires additional, painstaking, daily work by teachers.

In order for a student to independently write an essay on a chosen topic, they must possess a certain technique of intellectual labor, have practical skills and abilities, without which they would be unable to perform the work. Three most important groups of skills can be distinguished: 1) skills for independent work with literary sources; 2) critical evaluation of one's knowledge, observations, and experience; 3) the ability to think logically and consistently present one's thoughts in oral and written form.

Specifically, this means that in the process of working on an essay, a student must:

1. Find the necessary literature in the library, select from books what directly relates to the topic of the essay. This requires the ability to use bibliographic references, tables of contents; understand the meaning of various print fonts, know the meaning of a title, subtitle, paragraph; understand what an introduction, preface, epigraph, prologue, conclusion, and epilogue are; understand what a volume, part of a book, section, chapter, and paragraph are.
2. Be able to compare new information from literary sources with the knowledge they already possess, their life observations, and experience, compare them, and reconcile them.
3. Arrange all acquired material into a logically well-structured system, put forward a number of specific propositions, develop and justify these propositions, support them with drawings, illustrations, diagrams, and tables, and, finally, draw necessary conclusions, setting all this down on paper.

Do our students possess such a store of skills and abilities starting from the fifth grade? Of course not. We were fully aware that these skills must be given to the students, and that this would require not one or two years, but more. This is one of the important tasks of the school.

Soon after the students choose their topics, consultations with them begin. Students consult with teachers on which literature

should be used and show their preliminary plans. The school library begins working intensively, selecting books requested by the students. In the very first years after annual essays were introduced, the demand for scientific and technical literature in the library increased several times over. Students began to turn more often to general city libraries for adults and specialized libraries — technical and historical ones. An increased interest appeared in popular lectures organized in the auditoriums of scientific societies and higher educational institutions.

Within the school itself, students mastered intellectual work skills. Teachers did not miss a single "detail." They taught students to read the text of a book clearly, correctly, and expressively; observe logical stress; understand the meaning of individual words and phrases; outline brief and expanded plans of what they read; create theses on what they read and be able to develop those theses in oral presentations using examples from their own observations and experiences. They taught them how to make brief summaries and necessary excerpts that would answer questions arising for the student; create diagrams, flowcharts, tables, and graphs; properly read newspapers and journals; write small reviews and annotations for articles and books; and outline plans for essays and oral reports.

In the V and VI grades, at first, teachers led students, so to speak, by the hand, step by step. But even in senior grades, albeit on a broader basis, teachers had to work with students just as systematically and persistently.

In addition to direct work skills with literary sources, teachers developed students' powers of observation and familiarized

them with the material objects mentioned in their essays. For this purpose, field trips were conducted to nature, parks, museums, historical sites, and so on. A student's annual essay did not necessarily have to take the form of a theoretical development of a problem. It was permitted to submit, as annual essays, a systematic account of, for example, one's own observations of nature over a more or less extended period of time, complete with conclusions and generalizations. Memoirs were also allowed ("My Childhood," "My Trip along Baikal," etc.). A meticulous compilation of biological albums, supported by systematized explanations, was also accepted as an annual essay.

The overwhelming majority (over 300 out of 360) of students in grades V–X of School No. 110 are members of voluntary societies: "Young Geographer," "Young Physicist," "Young Chemist," and others.

The charter of each society requires that a member study a specific topic within their field throughout the year and then present a corresponding written report. This circumstance was taken into account. For students who successfully completed an essay in a society, it was credited as their school annual essay. Conversely, a student's school annual essay could be credited as their project in the society. We proceeded this way so as not to overburden students with two difficult tasks at once. At the same time, it strengthened the link between academic work and voluntary club activities, which also had its own significance.

Having written an essay, the student naturally expects a grade. They spent a lot of effort and time, showed great initiative in selecting and arranging the material, and expressed their own

ideas. Their desire to receive feedback from the teacher is completely legitimate. For every essay, the teacher writes a short review; the quality of the essay is considered when evaluating the student's knowledge of the subject. If the work demonstrates a broad outlook and high level of awareness on the part of the student, this must be taken into account when assigning their final mark for the year.

A major incentive for students is the public reading of the best essays at school. The works of some students proved so interesting that their authors were able to present them successfully outside the school as well.

We further support students' interest in essays by organizing talks for them with workers from Moscow University and several research institutes. Scientists eagerly meet us halfway, consult students, read their essays, and provide feedback.

Annual essays became a great school of independence for students and a means of raising overall culture.

Let us summarize some results. The experience of several years has convinced us of the great pedagogical value of students' independent annual essays. They cultivate the habit of penetrating deeper into the essence of the subject being studied, bringing started work to completion, and achieving clarity and depth of understanding in everything. Life itself required us to strengthen and improve the organization and methodology of this initiative with each passing year. In 1942, when annual essays were first introduced, they were a voluntary matter for students. Only the best, most advanced students worked on them. A year later, we declared them mandatory for everyone,

and two years after that, we began practicing essay "defenses" in the senior grades. A student is required not only to complete their work, but also to defend it. This takes place at meetings of society members, where student presentations are subjected to strict and meaningful critique by their peers.

The next stage in the development of annual essay practice is the theoretical study of this initiative. We will collect and store all annual essays, binding them into collections by subject, so that at any time graduates of our schools, having already entered independent life, can come to us and ask in the library for the collection of works of their class. The collections will be subjected to special study in teachers' pedagogical committees and discussed at meetings of the pedagogical council. The essays show the characteristics of the development of students' intellectual skills and logical thinking. At the same time, they highlight shortcomings in the organization and methodology of essays. Teachers must be aware of both.

In the system of school pedagogical measures, a great future belongs to annual essays. They proved to be the exact tool that best aligns with the psychology of a schoolchild, containing the hidden forces that shape a young person's personality a group of students eagerly reading the latest news. Students have already gotten into the habit of reading a new issue every day; the newspaper has become an everyday cultural need for them and serves as a means of systematic educational influence on its readers.

The school created 26 editorial groups of 8–10 students each. Each group includes one person from each grade, starting from

grade VI up to grade X inclusive. Thus, almost all senior students belong to editorial boards and actively participate in publishing the newspaper once a month. 26 editorial groups mean 26 school days a month. Each group publishes one issue per month, no more. The workload is not burdensome at all. On the other hand, all students go through what might be called a school of journalism, gaining very useful skills in organizing newspaper material, its critical evaluation, layout, and design.

Naturally, for the benefit of the endeavor, it was necessary to establish unified leadership over the work of all 26 groups, as well as within each group individually. At the head of each group was a student responsible for the work of the entire group. At the head of all groups stood the editor-in-chief, a member of the Komsomol (VLKSM) committee, who had one assistant and two members of the main editorial board. Their duties included receiving and checking each upcoming issue from individual editorial groups, establishing the publishing schedule, and preventing potential disruptions. Once a month, when the last editorial group published the last issue for that month, the editor-in-chief convened a meeting of group leaders where the main editorial board reported on the successes and shortcomings of newspaper publishing over the past month, illustrating them with examples of the best or least successful issues.

To ensure that daily design of new issues did not take up too much of the students' time, permanent newspaper headers and main sections were created on special boards. Student-artists were specially tracked by the editor-in-chief and, according to

their instructions, took turns participating in the newspaper's design.

Such a system of newspaper publication allowed every student to become an active correspondent and editor. And this, in turn, led to all students, conscious of their duties toward the newspaper, paying closer attention to school life, noticing interesting phenomena, evaluating them critically, and selecting necessary facts for the newspaper. Everything in the school came under the sharp critical eye of numerous special correspondents and editors. No sooner had the secretary of the geography society posted an announcement about an upcoming open meeting than a note appeared in the newspaper that very day, reminding quite bitingly that the suffix "-sk-" is not hyphenated when wrapping words, and that even secretaries of geography societies should keep this in mind in their announcements.

To each editorial group, one teacher was assigned to provide necessary assistance and oversight.

Our immediate task is to properly and evenly reflect in the newspaper the "light and shadow" of school life. Frequently, editorial groups focus their attention more on negative phenomena and show few positive examples.

To avoid this, it is necessary to organize systematic contributions on the newspaper pages by class monitors, heads of student committee sectors, and the Komsomol secretary, who would talk about achievements in their areas of work. This would serve to develop a sense of healthy self-criticism in the

student body on the one hand, and provide them with a platform to exchange experiences on the other.

Concluding this review of issues related to the organization of students' extracurricular activities, a few words must be said about so-called school clubs. Some schools in Moscow, Leningrad, and a number of other large cities in the country have organized clubs for students. This was prompted, at first glance, by valid considerations: extracurricular work often depends on teachers and school administration, while the students themselves show little initiative or activity.

When the idea of organizing a school club arose among the students of our school, we did not object to it. But from the very beginning, we did not view the club's activity as a special type of extracurricular work. No. We believed that the club could only serve as a center uniting existing forms of extracurricular activities of students, with the center being undoubtedly useful. The club's work should consist of the activities of various student circles (as already mentioned); school-wide lectures and presentations (both occasional and thematic cycles); meetings and talks with prominent people of the country; collective visits to theaters and cinemas; field trips; conferences, debates, championship competitions, mass games, quizzes; amateur arts showcases, etc.

At the head of the club is a board, which includes representatives from the Komsomol (VLKSM), the student committee, and the Pioneer organization. Representatives from the teaching staff, parents, and school administration are also required to be on the board. The board and its chairperson are approved by the school principal.

From among the club members, individuals are selected to be responsible for organizing specific areas of extracurricular work, as well as for preparing and conducting individual events. For each month, a brief club work plan is drawn up, including only those events conducted by the club itself. There is no need to include in detail all the diverse work carried out, for example, by student academic societies and circles. They have their own plans, and there is no reason to rewrite them and clutter the club plan. The club board's work mainly includes occasional mass events for the school that are essentially supplementary to those already being conducted according to extracurricular work plans.

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STUDYING THE BIOGRAPHIES OF GREAT PEOPLE IN SECONDARY SCHOOL

(From experience in extracurricular work)

In the 1946/47 academic year, I was appointed head of an VIII grade class previously unknown to me. First of all, I decided to get acquainted with the class and study it.

The very first days of work and my acquaintance with the girls showed that the class was quite heterogeneous in its composition and development quite heterogeneous. Some girls were very inquisitive, interested in political events, read newspapers, read a lot in general, and frequently visited theaters and museums; others had insufficient general development, read little, could not speak publicly, lost their composure when answering in class, and flatly refused to give political briefings, saying they did not know how to do it.

I sought methods in my work that would satisfy the curiosity of the well-developed students, instill a taste for reading books, and awaken an interest in specific branches of science among all the others. And that was when an idea occurred to me: to suggest that the girls engage in studying the biographies of great people.

Outlining a cycle of presentations of a biographical nature, I believed that cultivating such qualities as love for one's people,

devotion to the Motherland, honesty, persistence, and industriousness is better achieved not through abstract reasoning, but by studying the lives of great people. It seemed to me that it would be best to do this by acquainting the girls with the life paths of people who most vividly embodied these qualities. Furthermore, I thought these presentations would broaden the students' horizons, spark a desire in them to be like these people, and provide material to answer the question that inevitably arises before them: "What to become?"

In selecting biographies, I was guided by the desire to provide diverse material about the lives of great people from various fields. By studying the biography of S. V. Kovalevskaya, I wanted to acquaint the students with the status of women in 19th-century Russia and the difficulties she faced in obtaining an education. The biography of N. K. Krupskaya would continue this idea, showing how an educated revolutionary woman managed to find a path of service to the people during the difficult era of Tsarism. Additionally, the biography of N. K. Krupskaya offers an opportunity to introduce students to the life and revolutionary work of V. I. Lenin.

The biography of Jenny von Westphalen helps one learn about the life and work of K. Marx, as well as his attitude toward family and children.

The biography of M. N. Yermolova could introduce the girls to theater culture.

Acquaintance with the biography of P. I. Tchaikovsky was meant to provide an opportunity to introduce them to the realm of Russian classical music—all the more so since theatrical and

musical culture was almost completely unknown to many 8th-grade girls.

The biographies of I. P. Pavlov and I. V. Michurin cover major scientific discoveries in the fields of physiology and botany, and knowing the life path of these scientists helps students understand their single-mindedness, devotion to their people, powers of observation, and love for nature.

Based on all the above considerations, I suggested at one of the class meetings that the students study the biographies of great people.

I briefly told them about the significance of the work of the great people whose biographies I had planned for study. The girls were cautious toward my proposal. It was clear that this was new and unfamiliar to them. The top student in mathematics was the first to express a desire to prepare a report on S. V. Kovalevskaya. She turned to me for advice on how to prepare the presentation. I advised her to go to the library and select literature there. I also indicated to all other presenters where to go and whom to consult. I wanted them to show greater independence in selecting materials and preparing presentations.

When the presenters read the literature on their topics, I suggested they outline their reports. I then reviewed these outlines myself.

At the next class meeting, other students also expressed a desire to study the biographies of N. K. Krupskaya, M. N. Yermolova, and Jenny von Westphalen. There were no candidates for the remaining reports yet. I did not rush the

girls. Their caution seemed justified to me — everything was new, unfamiliar, and unclear.

On October 12, we heard the first report on the life of S. V. Kovalevskaya. The presenter prepared seriously, and no particular nervousness was noticeable; I, however, was anxious: how well would the report go, how interestingly would the student be able to tell about the first female scientist-mathematician, and would she engage the listeners and awaken in them a desire to study biographies? But from the very first minutes, I saw that the presenter had captivated the audience. The final words of her report were met with applause.

At that same meeting, the girls took on the remaining topics for preparation. Furthermore, they suggested studying materials about Zoya Kosmodemyanskaya, Levitan, and Pasteur. This proposal was accepted by me.

Student N. seemed modest and underdeveloped. I personally advised her to take a report, promising help. She was glad, but embarrassed; it was evident that although fearful, she willingly took on the preparation of the report, wanting to test her strength.

On October 26, we heard a report on N. K. Krupskaya. The presenter spoke very vividly about the life of Nadezhda Konstantinovna, her devotion to the people, her revolutionary work alongside V. I. Lenin, her great love for children, and her extraordinarily extensive work in public education.

The report on N. K. Krupskaya awakened a desire to learn more about the biographies of V. I. Lenin and I. V. Stalin.

I wanted to schedule the study of Lenin's and Stalin's biographies for later, so that the girls could gather more information about the era during which the Bolshevik Party fought for the victory of the socialist revolution.

However, not wanting to suppress the awakened interest, but rather striving to deepen and satisfy it, we organized an excursion to the V. I. Lenin Museum. The excursion made an exceptional impression. The students seemed to understand for the first time the full greatness of the revolutionary activities of V. I. Lenin and I. V. Stalin.

On November 10, a report on Jenny von Westphalen was read. The presenter spoke a lot about K. Marx, his extraordinary capacity for work, persistence, and his attitude toward children. Marx became a living person to the students. To deepen the girls' knowledge, I suggested reading the *Manifesto of the Communist Party* aloud in class. Reading it sparked a discussion that showed me the students had an interest in history, and that they needed help to better understand the historical era.

By the winter holidays, we timed two reports — on M. N. Yermolova and P. I. Tchaikovsky. Concerts were prepared for these reports.

The evening dedicated to P. I. Tchaikovsky forced the girls to display their abilities in musical performance. They prepared a large concert featuring readings of excerpts from *Eugene Onegin* and *The Queen of Spades*, romance singing, and piano performance. All of this was tied to the report on Tchaikovsky.

With noticeable anxiety, I awaited the report of a student I considered weak on I. V. Michurin. However, it turned out that the girl had prepared very seriously for the presentation and read it in an engaging manner.

The experience of working on biographies showed me that the students approached the reports with keen interest; evenings and concerts were frequently held around the topics of the presentations.

Preparation for the reports was taken very seriously: they visited libraries and museums, retrieved interesting references, and studied a large amount of literature. By the end of the year, I saw that the class had become more uniform in its development. Those who previously seemed interested in nothing caught up. A strong, cohesive group formed. Everyone advanced to the IX grade.

The following year, at a class meeting, the girls themselves proposed studying the biographies of great Russian figures. The meeting was very interesting and quite spirited. Each girl named and defended her chosen biography of a great person. When it came specifically to assigning presenters, so many volunteers appeared that we decided to assign one biography to several students, dividing the material into parts. The students' activity showed me that the experience of the VIII grade had not been in vain.

In the IX grade, the following schedule of reports was planned: 1. K. S. Stanislavsky and V. I. Nemirovich-Danchenko; 2. A. M. Gorky and the Art Theater; 3. A. P. Chekhov and the Art Theater; 4. M. I. Glinka; 5. N. A. Rimsky-Korsakov; 6. V. I.

Bazhenov; 7. M. F. Kazakov; 8. I. Y. Repin; 9. V. I. Surikov; 10. F. E. Dzerzhinsky; 11. K. A. Timiryazev.

The report "A. M. Gorky and the Art Theater" was opened by a student quoting a letter from Gorky to A. P. Chekhov: *"The Art Theater is just as good and significant as the Tretyakov Gallery, Saint Basil's, and all the best things in Moscow. It is impossible not to love it, and not to work for it is a crime."* The report was very interesting and engaging. Many questions were asked regarding the collaboration between the great writer and the MXAT actor collective. If the presenter couldn't answer all the questions, either I or the school principal had to step in and answer.

The report on I. E. Repin proved to be very interesting. The female student worked hard on it: she visited the Tretyakov Gallery for consultations and collected several dozen reproductions of the great artist's works. She accompanied her account of I. E. Repin's most significant works with a demonstration of these reproductions.

The student spent a long time and prepared thoroughly for her presentation on M. I. Glinka. She started her report like this: "Pushkin is considered the founder of Russian literature, and Glinka can be considered the founder of Russian music. Both Pushkin and Glinka grew up on the fertile soil of the folk art of their homeland." The report on the genius composer was read in an extraordinarily lively and engaging manner. The girls listened with deep interest and emotion to the story of the great composer.

I have described only a few reports very briefly. All the reports presented were interesting and rich in content. The audience greeted all the female presenters warmly and cordially. Many of them delivered several reports, and the girl who had so timidly undertaken a report on I. V. Michurin last year, gave an excellent presentation this year on the great architect of our Motherland — V. I. Bazhenov. On one Sunday, we went on an excursion to Tsaritsyno, where we toured the palace built according to Bazhenov's design... After the report on Surikov, we visited the Tretyakov Gallery. Both of these excursions provided a wealth of valuable material for classroom discussion.

Thus, by studying the biographies of great Russian figures, the students became acquainted with Russian culture, Russian science, and Russian art. They saw for themselves how extraordinarily rich the Russian land is in great people across the most diverse fields of human knowledge. They not only learned the names of remarkable people who brought glory to our Motherland, but also felt close and connected to them. The class became an even more cohesive, conscious group. There are no underachieving students in the class. One third of the female students in the class earn only grades of "4" and "5", and 50% of the class are Komsomol members.

By the general admission of the teachers, this is a very inquisitive group of students. The school curriculum in one branch of science or another evokes a deep and heightened interest in them. This year, many girls are participating in school clubs and in clubs at the district house of culture.

Though still vague, their place in their future independent lives is already being envisioned by my students. One dreams of entering an electromechanical institute, another is thinking about the Timiryazev Academy. There are those who wish to become architects or doctors; many would like to enter the university, while one dreams of a career in the arts.

In the 10th grade, I decided to conduct extensive and in-depth work with my girls studying the biographies of Lenin and Stalin. It seems to me that they are now prepared to absorb the biographies of our great leaders as deeply and seriously as Komsomol members should.

We planned to begin the study by visiting the Lenin Museum and the Museum of the Revolution, and to conduct the study of each period of the revolutionary struggle of Lenin and Stalin in greater depth.

"*Soviet Pedagogy", 1948, No. 10.*

A. E. STAVROVSKY

TRAVELS ACROSS ONE'S NATIVE LAND AND THEIR SIGNIFICANCE IN COMMUNIST EDUCATION

Upon the initiative of the Pioneer detachment named after Miklouho-Maclay (Moscow, Secondary School No. 346), an exceptionally exciting form of organizing rational summer recreation for Pioneers and schoolchildren emerged in 1946 — **travels across one's native land**.

The extraordinary vitality and pedagogical value of these travels are evidenced, first and foremost, by the rapid growth in the number of participants (1 million in 1946, 3 million in 1947, around 6 million in 1948, and over 8 million in 1949). Travels across one's native land are being increasingly integrated into the practice of schools, children's homes, extra-curricular institutions, and Pioneer detachments, with the active support of the Komsomol, public organizations, and parents.

The experience of organizing travels in 1946 and 1947 showed that, while answering the interests and needs of students of various ages, they are not only an engaging form of organizing summer leisure for students and a means of strengthening their health, but also a highly important means of learning about one's region and the Soviet Motherland, as well as a means of communist education for Pioneers and schoolchildren.

The guiding principles in planning and conducting travels must be: 1) purposeful focus of travels toward promoting the communist education and instruction of the younger

generation; 2) comprehensive organization during travels of versatile activity tailored to the age characteristics, interests, and level of development of Pioneers and schoolchildren.

An analysis of diaries, albums, reports, collections, and other materials submitted to the exhibit for the 2nd All-Union Gathering of Young Travelers under the Central Committee of the All-Union Leninist Young Communist League (VLKSM) shows that the best results in the communist education of Pioneers and schoolchildren were achieved by those educators who followed the principles mentioned above and the pedagogical requirements arising from them. The ideological and educational orientation of the travels was expressed primarily in the choice of key themes and routes such as: "Places connected with the life and work of the leaders of the revolution and the Soviet state — V. I. Lenin and J. V. Stalin"; "In the footsteps of the Great Patriotic War"; "History of our region and the transformation of its economy, culture, and way of life over 30 years of Soviet power"; "Places connected with the life and work of remarkable people of our Motherland — writers, scientists, artists, heroes of the revolution and the Civil War, builders of the socialist economy"; "Our Russian nature — rivers, forests, meadows, natural riches."

Travel plans across the native land were usually developed with the assistance of local lore, scientific, and other organizations.

For younger children — students in grades III–IV — topics and objects of study were selected primarily from the immediate surroundings of the school. Travel routes, as a rule, were limited to the territory of their local village council or the

outskirts of the town, occasionally — in very rare cases — including other district centers or even the regional center. The most common travel topics were "Our Forest", "Our River", "Our Kolkhoz", "Pottery Production of the Kolkhoz", "Brick Factory", "Boulders of the Moon", "Mineral Resources of Our Region", "Railway Station", "The Town", "Printing House", "Local History Museum", etc. Travels for younger schoolchildren were most often one-day excursions aimed at acquainting children with the surrounding nature, artisanal and industrial enterprises, collective farms, the town, transport routes, the history of the village or town, and at the same time with notable people of their district, former partisans, heroes of the Great Patriotic War, and Heroes of Socialist Labor. M. I. Kalinin emphasized the importance and necessity of familiarizing students with local materials.

> “We all talk a lot about educating patriotism. But this education begins with a deepened knowledge of one's homeland. Therefore, for these reasons as well, local geography must be studied. But besides that, the study of local geography must pursue the goal of teaching children to navigate the terrain well. I guarantee that they will do this with great interest; not a single hillock, stream, or ravine will escape their attention. They will map all of this in detail” standard footnote index[15].

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[15] M. I. Kalinin, Speech at the All-Russian Conference of Heads of Regional (Krai) Departments of Public Education and People's Commissars of Education of the ASSR, January 30, 1941

Collection *On Communist Education and Instruction*, M., 1948, p. 120.

In the process of familiarizing children with the surrounding world and with our Soviet reality, many vivid impressions accumulate in their consciousness, forming concrete, clear ideas and concepts about the outer world, about the simplest regular connections in nature and society, and about the materiality of the world thus laying the foundations of a dialectical-materialist worldview.

During travels, children usually developed a thirst for knowledge. "I had never been on a hike before," wrote Pavlik B., a pupil of the Zemlyansky special children's home, "and that's why everything interested me so much... I tried to examine and remember everything we encountered along the way."

Travels across the native land also contributed to fostering a sense of Soviet patriotism in children.

Younger children are no less fascinated than older ones by the heroism of the Great Patriotic War. For example, one of the students from primary school No. 4 in Feodosia wrote after visiting a local history museum: "In the museum we saw trophies of the Patriotic War..., but the most important and precious thing for us were the portraits of Feodosian partisans, people who fought for our happiness and a joyful life." During their travel, the students spoke with a local old-timer; they really enjoyed the "interesting story of the grandfather about how he fought against the German invaders. Then he showed us the dugout where the partisans were located" (from the diary of 4th-grade student Lida S.).

Travels created highly favorable conditions for satisfying the natural need of younger children to play war games and other games, search for berries, mushrooms, and nuts in the forest, catch fish in the river, swim, collect interesting pebbles, shells, flowers, catch beetles, butterflies, etc. In his diary, Pavlik B. wrote: "Scouts went ahead and left 'letter signs.' Everyone eagerly searched for the signs — this is very interesting, just like in a war game."

During a trip by young naturalists from the Gorno-Altaysk Regional Station of Young Naturalists, the children gained a concrete, vivid idea of a highway — the Chuya Highway — and its significance as the main thoroughfare of Oirotia. "We walked along the highway. We were constantly encountering cars, carts, and people. Traffic here was just like in the city... The Chuya Highway passed through here. Cars were driving by all the time. They were carrying various goods to our mountain aimaks, and from there — wool, cheese, grain," wrote the children in their diary.

The leader of the local history group, which brought together 3rd–4th grade students from Michurin School No. 10, skillfully directed the children's activity toward socially useful work. Summing up the results of a four-day excursion to the Khobotovsky Forest, one of the participants wrote: "How nice it is in the forest! So much greenery, flowers, mushrooms. Each of us completed a task to collect medicinal plants. We observed which trees grow in the forest, how they grow... Some of the girls gathered mushrooms... In the evening we went to the school, had dinner and went to bed, but couldn't fall asleep for a long time... Everyone shared their impressions of

the day. In the school plot and field, we pulled weeds. The teacher told us how fast they grow and choke out cultivated plants, and how to fight them... During the day we played volleyball and other games... The next day, we went back into the forest to complete our task and go to the river to swim... We will long remember these days spent in the Khobotovsky Forest."

An excursion by the same group to the local history museum aroused the students' interest in the past. The young local historians "decided to learn about our city, what it was like before. We will remember the excursion for a long time: we learned and saw many very interesting things. Our city used to be a fortress. When they were telling us about the city, we looked at small houses and watchtowers made of cardboard. Very beautiful. We were told that this is called a model of our city as it was 310 years ago. In the museum we also saw a cannon... This cannon is very small, not like the ones now." The children's diaries show how, as a result of excursions and travels, the children's scope of knowledge about their region gradually expanded, their love for it developed, immediate impressions and concrete ideas about the surrounding world accumulated, skills of collective life were fostered, and interest in socially useful labor grew.

The specific content of the local history and socially useful work of young travelers of middle and older age relied on their deeper and more systematized knowledge, and therefore it was more versatile and in-depth, and in some groups of older students, specialized in accordance with their interests and inclinations. Young travelers of middle and older age

approached the organization of their travels, local history work, and socially useful work more consciously. They envisioned the charm of the romance of travel beforehand, planned in advance what they would do during the trip, and what they would study and collect. Valya F., a student at Secondary School No. 7 in Vladivostok, wrote in his diary: "We are getting acquainted with the route, mapping out plans for what we should accomplish on the hike. Ahead lies so much that is unknown, interesting, and full of difficulties, but everyone remains in high spirits for now — everyone has a single desire: to set off as soon as possible..."

A fascination with the romance of travel, creative initiative, high activity, a thirst for knowledge, and versatile work for the benefit of the socialist Motherland are very characteristic of our Soviet studying youth.

Work done during the preparation, execution, and review of trips provides favorable conditions and opportunities for students to deepen their knowledge of foundational sciences and broaden the interests of young travelers—alongside strengthening their physical health—while simultaneously instilling in them Bolshevik ideolical spirit and high moral qualities necessary for future builders of a communist society.

Using examples from the best experiences of conducting individual trips, one can clarify which pedagogical techniques and methods were used to achieve the primary goal of travel — promoting the communist education of Pioneers and schoolchildren.

A group of young geographers from the senior classes at Vladivostok Secondary School No. 7, under the leadership of teacher N. A. Ignatyuk, undertook a 20-day journey titled "In the Footsteps of the Great Russian Explorer V. K. Arsenyev." V. K. Arsenyev's book *Through the Ussuri Krai* served as the primary study guide while preparing the students for the trip. The name of the indefatigable Russian traveler inspired the young local historians to overcome hardships. "Just think, 41 years ago Vladimir Klavdiyevich Arsenyev stepped off at this station (Shmakovka) to begin his journey," wrote one of the students in his diary. "And now, 41 years later, we, students of a Soviet school, are following this route to learn about our native region... On the very first day, all the hardships of trekking became apparent. The daytime heat affected everyone in its own way. Vanya N. was very pleased with this test. He often said: 'Look, guys, we are testing what kind of hikers we are!' The trail in some places was blocked by fallen wood, but despite the difficulties, we pressed forward."

During this journey, teacher N. A. Ignatyuk fostered a lively interest and an investigative approach to everything around them in the young travelers. "We went up a limestone hill," the students wrote in their diary, "surveyed the mountain, and checked out the kilns where local residents burn lime... A huge black snake crossed our path. None of us had ever seen such a snake before — over 2 meters long and about 10 centimeters thick... It was interesting to walk through new places. Century-old trees were all around... Among thick growths of reeds, wormwood, and goosefoot, four springs of mineral water gushed... We held a vessel under the main spring. In 42 seconds, a one-liter container filled to the brim... We measured

the water temperature — it turned out to be +7°C... Local residents claim that the water has a beneficial effect in treating rheumatism and certain skin diseases."

It was not only nature that attracted the attention of the young explorers. They were also interested in modern life and the heroic struggle for Soviet power in Primorye. During their trip, they also carried out socially useful work. At the Daubikhe bee-keeping kolkhoz, which the students visited along the way, a busy season had arrived — the honey harvest. There was a shortage of working hands, and the children were asked to help. They gladly accepted the offered work and spent nearly a full working day at the apiary.

The journey of the young local historians, along with the diverse research and tasks they carried out, helped foster in the students a passionate love for their native land and the Soviet Motherland. One episode from the final days of the trip contributed to this in particular. "Once in the evening... an elderly kolkhoz worker came up to us," wrote the young local historians. "He had a rifle and a duffel bag on his shoulders, and was wearing *ichigi* [boots] made of good-quality leather. After greeting us, he sat down by the campfire, which was already beginning to die out. He took out a pipe and lit it. We struck up a conversation. Upon learning who we were and that our group leader was N. A. Ignatyuk, he looked closely at Nikolai Akimovich, paused for a minute as if staring into the fire, and said: 'I knew your father Akim Ignatyuk; we fought together, drove the Japanese off Russian land together.' The kids asked him to talk about their beloved teacher's father and

heard a vivid story from the old partisan about the fight against the Japanese interveners."

The young local historians of Vladivostok School No. 7 characterized the results of their journey like this: "We were pleased with our hike. We gained a lot of useful experience and are very grateful to N. A. Ignatyuk, our hike leader. He helped us use our summer vacation productively. We are very grateful to the school, the Pioneer Palace, our sponsors, and our parents... The school year will start soon, and we have all decided to work hard in the new 1947/48 academic year so we can earn the right to travel next summer too."

The Arkhangelsk Pioneer House organized a journey for its club members along the route Arkhangelsk – Solvychegodsk to familiarize the Pioneers with the most important branches of the economy, the nature, and the natural resources of the region, as well as its history and the achievements of socialist construction over the 30 years of Soviet power. Forestry in the Arkhangelsk Region is a leading industry. It defines the "face" of the region, and the trip helped the young Pioneers and schoolchildren clarify this using concrete, vivid materials, understand the diverse connections between the region's natural conditions and its economy, and comprehend the importance of various economic sectors of the Arkhangelsk Region in the socialist construction of the entire Union. Trip participant Lyusya S. wrote in her diary: "We are already past Ust-Pinega and Orlets. Arkhangelsk is left far behind, but thousands upon thousands of logs bound into rafts remind us of our hometown — the 'All-Union Sawmill'. The banks of the Dvina pass by: now high and steep, covered with coniferous forests, now low

and sandy, with long-stretching spits or 'koshki' grown over with willow or meadow vegetation. 'Land of green gold' — that's what they call our region. Its forest-covered area reaches 17 million hectares, with timber reserves of about one and a half billion cubic meters."

The young Pioneers learned about timber logging, log driving, the achievements of Soviet technology in this economic sector, and the Stakhanovites of production. In Orlets and in the Verkhne-Toyemsky district, the Pioneers visited mechanized timber stations, went to logging sites, and observed electric saws in operation.

Purebred Kholmogory cattle — the pride of the Arkhangelsk Region — were also a subject of attention for the young travelers. In Khekhta, they visited a livestock yard and a creamery, learning about calf rearing and dairy processing.

They visited the birthplace of their great countryman M. V. Lomonosov — Kholmogory — where they also visited an artistic bone-carving workshop.

During geological excursions on the trip, the young Pioneers learned that there are over 80 gypsum deposits in the region, with colossal reserves. There are also rich deposits of limestone, glass sand, oil shale, celestine, marble, brick and pottery clay, slate, whetstone, mineral dyes, and more.

In the Veliky Ustyug Local History Museum, the Pioneers learned about the history of the city.

"In Solvychegodsk, one thing attracted the kids most of all!" wrote group leader A. Vyatkina. "With great excitement, the Pioneers entered the house-museum named after Joseph

Vissarionovich Stalin. The great leader lived here during his tsarist exile. The children remembered how Comrade Stalin escaped from exile multiple times. The image of the great leader is described with exceptional love in the children's diaries, evoking the finest feelings and a desire to become fighters for the people's cause. 'Our Stalin is Lenin's comrade-in-arms and the leader of our party — since childhood he decided to dedicate his whole life, all his knowledge, to the people. From age 15, he was already on the thorny but correct path of struggle against autocracy. Stalin works hard and persistently on himself...' wrote Lyusya S."

The trip further strengthened the friendship among the Pioneers. Tamara K. (a 7th-grade student) wrote: "We were all friendly with one another. I liked Nelya E., Lena S., and Seryozha Kh. for their active spirit."

The goal of the hike was achieved: "We learned many interesting things about our native North," wrote the Pioneers. "How our region has transformed over the 30 years of Soviet power! In every village and countryside, there are spacious, bright schools, clubs, and other cultural institutions."

Students in grades VI–VII of Secondary School No. 6 in Arkhangelsk, under the leadership of teacher V. A. Shabunina, organized a tourist camp and conducted their travels as one-day excursions, during which they learned about the region's nature, as well as its agricultural and industrial production. They visited the berry orchard of the "Krasny Ogorodnik" kolkhoz, where they learned not only about raspberry and currant cultivation techniques, but also about the working conditions of a gardener. At the Shirshensky fur farm, they

learned about feeding young and adult silver-black, platinum, and Arctic foxes. "We had no idea about the platinum fox breed, but here we looked at and admired its light, beautiful fur," the Pioneers wrote.

An excursion to a gas generator plant was particularly valuable in educational and cognitive terms. The young travelers observed work on milling, planing, turret, drilling, slotting, screw-cutting, and other machines; they learned how "crankshafts are turned for sawmill frames, spindles for mill stands, nuts, and nails; how pipes are cut, engines repaired, and bearings poured... The work on the machine tools fascinated us," wrote 7th-grade student Volodya T.

The young travelers also visited the Arkhangelsk Fish Processing Plant, where they saw many interesting things: "Fish from the trawler is mechanically fed to the washing-storage shop. In huge basins, it is washed with ice water, and then poured over with salt water. In the warehouse, there are huge mountains of ice, and a severe cold blows from them. They are shrouded in fog like icebergs in the ocean. In the warehouse, fish packaging takes place... In the filtration shop, fish oil is refined. Fresh fish oil is very tasty. Washed cod or perch is dried and then hung in special oven-cabinets where it is smoked...", as described by 7th-grade student Tolya T.

Studying local industry and becoming acquainted with production processes and the Stakhanovites of enterprises was the theme of trips by 6th-grade students from the Bolshoye-Vyazyomy 7-Year School in the Moscow Region. Homeroom teacher E. M. Shmeleva, together with the senior Pioneer

leader, conducted excursions with the students to brick, equipment repair, and electromechanical plants.

"At these plants," wrote student Lida S., "we learned about raw materials, various types of fuel, machine tools, and the products manufactured by the plants. Here we also met famous people of our region: the order-bearing Stakhanovite kiln worker at the brick plant A. A. Lukyanov, the Stakhanovite operator of the clay extraction machine S. S. Potryasov, and the master basket-maker at the equipment repair plant A. D. Akimov, who worked for 50 years in weaving, trained dozens of new workers, and now, despite being 65 years old, fulfills his quotas by 200% or more." Stakhanovite labor and its remarkable fruits not only inspire the children, but also serve as a powerful means of instilling a love for their region and Motherland, stimulating better discipline and academic excellence. "Master craftsman D. A. Kurkov made an exquisite lyre as a gift for the 800th anniversary of Moscow. The lyre is woven from willow twigs, but it looks like it's woven from fine threads. Look at the beautiful things made in our district! Thanks to what we saw there, our native land became even closer, dearer, and more beloved to us. Guys, study your native land!" wrote student Lida S. "Guys! The workers at our plants work the Stakhanovite way, and our task is to study well and excellently," called student Valya K.

The Pioneer activists of Ivanovo chose the study of their region's main economic sector — textiles — as the main theme of their journey. A circular route was designed so that the Pioneers successively learned about flax growing as a raw material source for textile factories, the initial processing of

flax at a processing plant, and yarn production at a spinning mill. The study was accompanied by socially useful work by the Pioneers. At the "8th of March" kolkhoz, all squads in the detachment helped pull flax.

The trip helped the Pioneers learn about other economic sectors in the region: "Palekh is an ordinary village," wrote the Pioneers, "and yet, in such a village, the great Palekh art arose... We learned how boxes are made and how they are painted. We went from workshop to workshop and watched with great interest."

At a vegetable-drying plant, the Pioneers learned about vegetable processing. In the best collective farm of the Puchezh District, "Stalinets", the kolkhoz chairman told the Pioneers about the founding of the collective farm, its development, the organization of work, and the fulfillment of commitments made by the farmers in a letter to Comrade Stalin.

The research work carried out by students during their travels has great educational value. An example of such a trip is the journey made by the young geologists' club from the Central Station of Young Naturalists (Moscow).

This club set as the main goal of its journey providing assistance to the Ruza District of the Moscow Region, which had suffered under German occupation. In addition, the journey's objectives included surveying the Lamskogo portage in honor of Moscow's 800th anniversary. First of all, the club established contact with the Ruza Local History Museum and the District Planning Committee (Raiplan), which recommended completing the following tasks vital to the

district during the trip: 1) a preliminary survey of four deposits of limestone tuffs, roofing tile clay, and molding sand; 2) a search for pottery clays and building limestones; 3) water flow measurements at three points on the Veyna, Ozerna, and Ruza rivers, and an approximate estimation of potential capacity for hydroelectric stations planned by Raiplan at these sites; 4) a survey of the meadows at the Barynino Kolkhoz to determine why livestock reluctantly ate hay from these meadows; 5) collecting mineral specimens for the local history museum and mapping the surveyed mineral deposit sites.

The young geologists' club developed a route and execution plan for their journey, prepared thoroughly, and carried it out successfully. The young geologists not only consolidated the knowledge gained in the club, but also significantly deepened and expanded it. During their 37-day trip, the expedition participants performed a major piece of socially useful work. By examining the Mikhailovskoye molding sand deposit, they gained an understanding of the occurrence conditions of this mineral resource. While studying the Petriakhino and Buyninskoye limestone tuff deposits, they clarified the process of their formation and practically familiarized themselves with field prospecting methods and the estimation of mineral reserves. As a result of their exploration, the students determined that the reserves of limestone tuffs in both deposits amounted to 30,000 m3$. On the Yurovo Swamp, they discovered a small deposit of peaty-leguminous iron ore, which had not been previously recorded in the Ruza District. Pottery clays were found near Ruza, on "Ivanova Hill," after learning about the deposit from local old-timers. With an accuracy acceptable for instrument-free observations, the young

geologists determined the water discharge rates on the Veyna, Ozerna, and Ruza rivers and calculated capacity estimates close to reality for hydroelectric power stations.

During their trip, the young local geologists mapped four previously unnamed streams ("Studenka", "Poboenka", "Kavanochka", "Gryazka") onto N. A. Zdanovsky's hydrographic map and established local names for two other streams ("Lgunovka" and "Kolshenovka"). By meeting and chatting with local residents, the young travelers collected information on the local usage of mineral deposits and the history of local industry. In the village of Annino, they inspected the house where Anna Ivanovna, daughter of Ivan the Terrible, was imprisoned. The rooms with vaulted ceilings made a strong impression. Ira K. associated her impressions of visiting the house with her reading of V. G. Korolenko's book and noted in her diary: "The vaults made a gloomy impression on me. It brings to mind *Children of the Underground* and you understand what 'the gray stone ate Marusya' means."

The young geologists also studied the flora, fauna, topography, and other natural conditions of the region. Studying the botanical composition of the Barynino meadows, they identified over 30 species of meadow plants, among which marshland-characteristic species predominated: sedges, horsetails, meadowsweet, mint, valerian, creeping buttercup, and even reeds. Good hay cannot be produced from such herbs, which is why livestock will not eat it. Drainage ditches had once been dug in the meadow, but they had suffered severe cave-ins and overgrown with grass. It was necessary to clear and deepen this simple drainage system, harrow the meadow

with a disc harrow, and overseed better species of meadow grasses on the skin of the kayak and found himself alone, the kids were very worried about him and, with a full sense of comradeship, went to his rescue. A sensitive attitude toward one another, readiness to come to the aid of a comrade in a difficult situation—these are extremely valuable qualities that will subsequently influence the lives of Pioneers and schoolchildren in their families and in all their future public activities.

Great opportunities are provided by trips for the labor education of students. The teacher's task is to properly organize and direct the work, keeping in mind the pedagogical goals of labor education: instilling a love of labor as the foundation of life in a socialist society, fostering a conscious, honest, and creative attitude toward any work. In preparing for trips, Pioneers and schoolchildren performed a variety of sometimes complex tasks: repairing and making equipment, gear, kayaks, rafts, tents, etc. During the trips, many groups participated in various agricultural works (scutching flax, drying hay, working at the apiary, weeding weeds, etc.). During the exploration of limestone tufa deposits in the Ruza district, young geologists dug several test pits (from 0.5 to 1.7 m deep) and worked with such enthusiasm and enthusiasm that they had to make sure to observe the established rest breaks. Volodya F. wrote in his diary: “The work is hard, but a surprising enthusiasm takes hold during this work. There was, of course, another circumstance that supported and inspired the work—the thirst to fulfill the assignment of the District Planning Committee, to make one's contribution to the fulfillment of the post-war Stalin five-year plan”.

Thoughts and concerns about using the natural wealth of the region and about the well-being of their people speak with full persuasiveness of the ideological and political growth of young travelers. When it was calculated that the amount of limestone tufa in the two explored deposits of the Ruza district was greater than the explored reserves of tufa in the entire Moscow region, Volodya F. wrote in his diary: “So it is worth getting down to business in earnest, and here in our own district we can find rich reserves of minerals! Soon carts with white crumbly tufa will stretch to the fields of collective farms, and the yield will be even higher, the Moscow land will give more grain!”

Many of the skills and abilities acquired on trips are necessary for young Pioneers and schoolchildren as future warriors of the Soviet Army. During trips, they learn to quickly and correctly orient themselves on the terrain, adapt to it, use a map and compass, choose a good spot for a camp, and set it up properly, pitch tents, and arrange for an overnight stay under the open sky or under a haystack, manage a kayak, and take care of themselves: sew on a torn button, mend torn clothing and gear, wash laundry, prepare breakfast, lunch, etc.

Exceptional value in the life and public activity will also belong to the organizational skills acquired by young travelers, the ability to establish and maintain contact with various organizations: party-Soviet, public, scientific, economic, and others. For example, when preparing for an expedition to the Ruza district, young geologists had to obtain cartographic material in the Regional Local History Museum, make extracts from the materials of the Moscow Geological Department,

establish contact with the Ruza District Planning Committee and the local history museum, and receive a monthly supply of food for the expedition. During the expedition, young geologists established contact with local village councils, with district organizations, and reported to them on the work performed. After the expedition, Edik D., Masha O., and Ira K. made a report, which was recorded on tape, in the Geological Museum of the USSR Academy of Sciences at the geological section of the rally of young travelers.

Thus, trips of Pioneers and schoolchildren in their native land —with appropriate preparation, proper organization, and pedagogical guidance—are a versatile activity that meets the age characteristics and interests of children. They not only expand and deepen students' school knowledge, equipping them with vital and research skills, strengthening them physically, but also awaken students' curiosity, a lively interest in research, and a thirst for knowledge, guiding students in choosing the most interesting area for their future activity, fostering collectivism, a sense of public duty, Soviet patriotism, and the desire to give all their strength for the benefit of the Motherland—in a word, contributing to the communist education and instruction of the younger generation.

"*Soviet Pedagogy", 1948, No. 10.*

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LOCAL HISTORY WORK IN A RURAL SCHOOL

Studying one's native land, one's district, their history, and the diversity of the animal and plant world, the riches of the earth's subsoil, etc., is one of the sources of knowledge and a wonderful means of fostering observation, resourcefulness, and initiative in youth.

The main task of the Soviet school is to raise a generation of ardent patriots, armed not only with solid knowledge of the fundamentals of science, but also able to apply them in practice, capable of becoming active builders and defenders of our Motherland. For the successful solution of this task, the school must teach students to understand the reality surrounding them. Students must know natural conditions, the productive forces of their land, the economic life of the local population in the past and present, historical facts, events, historical figures, and cultural monuments. Such study of the native land will help them consolidate and connect knowledge gained in school with surrounding life. We, teachers, must firmly remember that sciences studied only in the classroom, cut off from the reality surrounding the school, are dead. To know and love one's land, to learn to practically use its wealth —that is what we, teachers, must help students with.

Studying their land, their district, students under the guidance of teachers easily learn to make observations and conduct

research. These skills remain with them for the rest of their lives. Local history studies contribute to fostering in students a sense of patriotism and Soviet national pride.

“We all talk a lot about the education of patriotism, but after all, this education begins with a deep knowledge of one's Motherland,” said M. I. Kalinin.

We all know well how strong the impressions of childhood and youth years are from the nature of one's locality. Love for the nature of one's land enters as one of the constituent elements into the complex feeling of love for the Motherland. Native nature inspires and stirs the feelings of all people: adults and children, teachers and students.

The founder of Russian pedagogy, K. D. Ushinsky, wrote: “And expanses, and space, nature, the beautiful surroundings of a town, and these fragrant ravines and swaying fields; and pink spring and golden autumn—were they not our educators? Call me a barbarian in pedagogy, but I have carried from the impressions of my life the deep conviction that a beautiful landscape has such a huge educational impact on the development of a young soul, with which it is difficult for a teacher's influence to compete”.

A direct feeling of love for one's native land should be the starting point in educating love for one's fatherland.

I remember one of the hikes around our native land, which was conducted with students of the 6th–7th grades in October 1947 to study the channel of the Myaksa River. The day turned out to be sunny. The golden colors of autumn were already on the neighboring forests. We moved up along the river channel.

Here we met a mass of boulders, stone fragments, gravel, exposed rock layers on steep cliff banks, and oxbow lakes overgrown with forest. Moving along a narrow path, we climbed an open hill. Before us spread a beautiful picture of our northern nature. Below, the river rustled, its steep banks overgrown with dense forest. To the west, the glittering mirror of the Rybinsk Reservoir spread widely. The students quieted down. They were amazed. “How nice it is here!” said one. “This is our native nature,” I noted. Everything we see—the wide collective farm fields, forests, and this rustling river—is all ours, all this is our Motherland. Look to the west—that is the Rybinsk Reservoir, the greatest artificial sea in Europe, created according to the brilliant plan of the great Stalin. Hundreds of thousands of horsepower of free energy obtained from falling water, we forced to work for socialism. Along electrical wires of high voltage, this energy goes to the capital of our Motherland—Moscow, where the greatest person of modern times, Comrade Stalin, lives and creates.

The former shallow Sheksna River turned into a deep-water sea route connecting our north with the south, with Baku oil and Volga grain, with Leningrad, and with the capital of our Motherland—Moscow. Thus, from native, close nature, a bridge was built by me to other places of the Soviet Union.

At the regional methodological meeting in Vologda in August 1947, convened by the Institute for Advanced Teacher Training, we listened to a report by the institute's methodologist, Comrade Khorkova, “On Local History Work in School”. Upon returning home, we decided to start local

history work in our school. In our plan, we outlined to conduct this work in the following sections:

1. Draw up a local history map of the district.
2. Collect materials on the five-year plan for the development of the district's national economy.
3. Conduct a study of the animal and plant world of the district.
4. Conduct the collection of materials on local folklore: folk songs, fairy tales, proverbs, sayings, riddles.
5. Conduct the collection of materials on the historical past of the district.
6. Collect materials on the life of the district during the Great Patriotic War.
7. Conduct phenological observations.

We established contact with the regional Institute for Advanced Teacher Training, where we found warm support for our initiative. Great assistance was provided to us by the regional local history museum, Cherepovets Local History Museum, and the Central Tourist Station. Over the year of our work, rich local history material was collected, which we processed and laid the foundation for publishing the handwritten journal "Our Land". We managed to compile a local history map of the district, clarify its boundaries, settlements, rivers, and lakes, and plot on the map the representatives of the animal world found in the district. The map was transferred to tracing paper, and district institutions and organizations use it.

Materials were collected and processed on the five-year plan of the district. In preparing the materials, great help was provided to us by the district planning commission. We collected all data on what our district will represent by 1950 in terms of the development of agriculture, local industry, electrification, public education, healthcare, and transport. A special collection was published about the five-year plan, which is now used by teachers, agitators, party and Soviet workers. Collecting materials on the historical past of the district, we established that in the school's district was the estate of the Vologda writer K. D. Batyushkov in the village of Khantanovo. To the estate of K. D. Batyushkov, we conducted three summer excursions with students. We collected materials about his stay in the district and published a special local history collection dedicated to the life and work of Batyushkov. In the district, we found many historical places associated with the past; for example, in the village of Gosha was the Suvorov estate, in the village of Nikola-Vyksa, Maria Nagaya, wife of Ivan the Terrible, with Tsarevich Dmitry, served her exile under Boris Godunov, from where they were transferred to Uglich. On the left bank of the Yug River, local historians found a 12th-century Slavic burial ground, the study of which has only just begun.

We also proceeded to study the flora and fauna of the district. It is conducted mainly by biology teachers with the participation of students of 6th, 7th, and 9th grades. Materials on flora were collected, from which herbaria are compiled. Students of the 7th grade processed materials on the topic "Fishes of Our Reservoirs". Commercial animals in the district were identified. During the Great Patriotic War, new wild

animals appeared in the district: the Siberian wolf, raccoon dog. The elk was a rarely encountered animal in the district. In 1943, by decree of the government, the Darwin Nature Reserve was created. Protection from destruction of this valuable and beautiful animal allowed it to rapidly multiply, and now there are hundreds of heads of elk in the district. An interesting migration of the raccoon dog to our district. In the Leningrad region, the raccoon dog was bred in fur farming. As the front approached, raccoon dogs were released into the wild and appeared in our area. Several pelts of this valuable commercial animal were turned over this year by local hunters to the Soyuzpushnina store. Of the minerals in the district, clays suitable for making bricks, tiles, dishes, deposits of limestone, peat, and bog iron ores were found.

The school carried out particularly extensive work on studying the folklore of the local land. This work was headed by Russian language and literature teacher V. S. Tropnikov.

The literary reading program in Grade VII begins with the study of folk songs and bylina epics. In the process of studying folklore, students became interested in old rituals, songs, and riddles. During a talk with the teacher, students were suggested to independently record old songs, fairy tales, legends, bylina epics, proverbs, and sayings from the words of elderly people in the settlements surrounding the school; to collect embroidery patterns on towels, drawings from dishes, and household items. Work was carried out in 20 settlements; students interviewed more than 70 local old-timers.

During the school year, students recorded more than 70 Russian folk songs, more than 30 Russian folk tales, up to 300

chastushkas, and over 600 proverbs and sayings. All collected material is used in the handwritten journal "Our Land", and part of it in the wall newspaper "Folk Creativity". The value of the collected material far exceeded our expectations. Among the recordings were wedding and family-life songs, soldiers' songs, and historical songs. For example: "The Glorious Petersburg Road", "Sing Up, Yaroslavl Brothers", the song "About Platov the Cossack". Many of the songs possess high artistic qualities. In addition to songs, students recorded fairy tales, incantations, true stories (бывальщины), proverbs, beliefs, and also made a large number of sketches. All works were certified taking into account the value of the recorded material and compliance of the recording with live pronunciation. After this, many students volunteered to continue recording. Characteristically, among the songs that the people consider their own creation, there were also poems by poets who wrote for the people or originated from the people, namely: excerpts from N. A. Nekrasov's "Peddlers" — "It was good for a lad to sleep gentle words", poem "The Gardener" — "I did not walk with a club in the dense forest", poem by A. V. Koltsov "The Farmstead". Under one embroidery on a towel depicting feasting peasants, we read:

Guests drink and eat

Speech they speak — about bread,

About haymaking, about the old days.

This is an excerpt from Koltsov's poem "Peasant Feast", written in 1830. Comparing the content of songs of the past and present, we notice how striking the contrast is between the folk

poetry of the past and the poetry of our day, how different old and new songs sound.

The old song most often awakened sorrow, and the people, its creator, truly needed to possess gigantic vital strength in order, along with this poetry of sadness and complaints, to create a poetry of power and faith in future victory, a poetry of anger and exposure, which we find in old bylina epics, tales, proverbs, and sayings. The pathos of the socialist era is reflected in new folk art, in its breathtaking content.

A powerful creative collective of folk poets, countless and nameless singers creates these new songs that resound in all corners of our Motherland; these are songs of struggle and victory, songs of freedom and joy, songs of power. "It is impossible to know the true history of the working people without knowing oral folk art," said A. M. Gorky.

Studying the characteristics of local dialect, even if only in the school's district, is absolutely necessary for every literature teacher, as only in this case is it possible to successfully fight against errors in students' oral and written speech.

Thus, in northern Russian dialects, *e* in many cases sounds like *i*:

> On a foreign, far side
>
> Fields are sown with sugar.
>
> Girls reaped flax, girls flax.

A feature of the Vologda dialect is "okanye" (pronouncing unaccented 'o' clearly). In all cases, unstressed *o* is pronounced

as *o* under stress. As a result of this, even sometimes unstressed *a* turns into *o*.

You go to the village, oh rows.

To Ivan's courtyard, oh rows,

To Ogafya's health, oh rows,

To Ofanasyevna—Gordeyeva, oh rows.

In the program of further local history work, we included the following topics:

I. On the Study of the History of the Native Land

1. Process archival materials on the historical past of the district.
2. Create a card index of prominent figures, heroes, order bearers of the Great Patriotic War, and heroes of the home front. Organize the collection of biographical materials (information about their lives, activities, and heroic deeds).
3. Organize the recording of stories and memoirs of eyewitnesses and participants of the Great Patriotic War.

II. On the Study of Natural Riches of the District

1. Compile a list of minerals available in the district, plot them on a map, and write a description of their deposits.
2. During the summer period, organize field trips for the exploration of minerals.
3. Conduct a study of the district's forests.

4. Compile a card index and herbaria of forest species.
5. Study:

    a) rivers and lakes of the district and the use of river energy;

    b) swamps in the district, peat reserves, and its use;

    c) commercial fish of the Rybinsk Sea.
6. Compile a card index and description of useful wild plants: medicinal, melliferous, fodder, available in the district, indicating their locations and harvest times.
7. Collect herbaria of local flora for use in educational work as visual aids in lessons.

III. On the Study of Climate

1. Conduct phenological observations.
2. Keep a weather calendar.
3. Organize the collection and recording of various folk signs predicting the weather.
4. Conduct observations of the opening/thawing of bodies of water.

IV. On the Study of Folklore

1. Collect folklore materials from the period of the Great Patriotic War.
2. Process already collected materials.

Directives from the Ministry of Education indicate the necessity of introducing local history into school teaching. The

importance of using local history material in the practice of educational work sets teachers the task of systematically incorporating local material into lessons to facilitate students' assimilation of educational material and realize the connection of teaching with life, with socialist reality.

"*Soviet Pedagogy", 1948, No. 11.*

V. F. SHALAEV

THE SIGNIFICANCE AND PLACE OF YOUNG NATURALIST CLUBS IN SCHOOL

Among extracurricular activities organized at school to deepen and expand children's knowledge about nature (biological evenings, clubs of young naturalists, mass campaigns—“bird day,” “forest day,” etc.), young naturalist clubs have the greatest significance in terms of the depth of pedagogical influence on children. These clubs bring together students who are particularly interested in studying nature and the scientific foundations of agriculture, and who wish to understand questions of Michurinist biology in greater depth.

The best biology teachers cannot imagine good teaching of their subject without a club of young naturalists. They pay much attention to clubs, believing that club work not only significantly contributes to the communist education of young naturalists, but also favorably reflects on students' attitude toward studying biology. Young naturalists study nature and get acquainted with agriculture not only from books, but also on the basis of direct observations during practical work on growing various plants, caring for animals, and collecting natural materials (herbaria, collections). The content of work in young naturalist clubs can be very different depending on a number of conditions—the interests of young naturalists, the surrounding nature, features of local agriculture, availability of an appropriate base at the school (school garden plot, poultry house, rabbit hutch) or at the nearest collective farm (dairy

farm, orchard, apiary, etc.), as well as the interests and preparation of the club leader.

Combining the study of nature and principles of agriculture with practical productive activity opens up broad opportunities for the communist education of young naturalists. These opportunities in pedagogical literature are not yet fully disclosed, despite the nearly thirty-year existence of young naturalist clubs in Soviet schools (since 1918).

Therefore, it is necessary to analyze the educational value of young naturalist clubs and determine the position they should occupy when studying nature in school. This will help club leaders organize and set up the work of young naturalists more correctly, and encourage biology teachers who do not have clubs to start organizing them.

1. Educational Work in Young Naturalist Clubs

Work in clubs primarily significantly increases the education of young naturalists. In class during biology lessons, students receive a fairly significant supply of knowledge, but sometimes this knowledge is not concrete and clear enough. Work in a club, placing young naturalists in direct communication with nature, provides the opportunity *to clarify and concretize knowledge*.

For example, studying botany in class, students do not always sufficiently clearly assimilate the structure of a flower, types of fruits, and other morphological material. Work in a club related to growing plants or collecting them will force young naturalists to examine plant structure more carefully and

assimilate all the details of the morphology of flowering plants introduced in class more clearly.

Material on plant nutrition from soil and air, which is difficult for middle-school students and often incomprehensible to students in its very essence, is easily assimilated when growing plants. From personal experience, the student becomes convinced that without moisture in the soil, the plant quickly dries up; that with a lack of nutrients, it grows poorly; and that it quickly and noticeably begins to improve growth when fertilizers are applied as summer top dressing. Shading of plants, lack of light in certain areas, is also noticeably reflected in plant development, convincing young naturalists of the necessity of light for plants. In clubs, young naturalists have the opportunity to set up special experiments that clarify the significance of fertilizers and light for plant development.

As a result, even if the details of physiological processes of plant nutrition remain not entirely clear to middle-school young naturalists due to a lack of knowledge in chemistry, their very essence will already be assimilated; students will become convinced that the presence of nutrients in the soil is a necessary condition for plant life.

The same situation applies to zoology. Students who have become acquainted with insect development only through books and teacher stories in class, even with demonstration of visual aids, may later forget the sequence of stages, which is often observed. Whereas young naturalists who were engaged in feeding oak or mulberry silkworms, or conducting observations on the life and development of insect pests, will clearly remember all stages of development for the rest of their

lives, no matter what field they specialize in, and will never confuse their sequence. Thus, work in young naturalist clubs ensures clear and solid knowledge in biology.

But young naturalists in clubs do not only concretize and consolidate knowledge, *they significantly deepen it*. Knowledge in the same section—insect development—assimilated only in class and from a textbook, is somewhat schematic in nature, whereas young naturalists, observing the development process during silkworm feeding day by day, acquire deeper knowledge. They clearly remember the structure of caterpillars, the number of legs, their method of movement, method of feeding, structure of mouth organs, features of coloring and appearance of caterpillars of various ages, and observe and assimilate the process of molting, the process of pupation, and the emergence of the butterfly from the pupa. The knowledge of young naturalists will undoubtedly be significantly deeper than that of students who have not conducted such work. Or, for example, students who studied botany know about vegetative reproduction of plants by cuttings, layers, and grafting, but a young naturalist who independently propagated currants or house plants by cuttings, obtained a gooseberry layer, or grafted a cultivated variety of fruit trees or roses, will undoubtedly receive deeper knowledge on these questions. Work in a young naturalist club helps students understand the main tenets of Michurinist doctrine more deeply.

Working in clubs, young naturalists *significantly expand their knowledge*. In classroom study, due to lack of time, one has to significantly limit the number of considered representatives of

plant and animal worlds, stopping only at the most prominent and typical ones. Many common plants (carrots, beets, cucumbers, flax, hemp, birch, oak, gooseberries, etc.) and animals (cabbage flea beetles, wireworms—in the garden; hawthorn butterflies and codling moths—in the orchard, etc.) that students encounter in life are not touched upon at all during classroom study. Work in a club provides an opportunity to supplement classroom activities and get acquainted with a significantly larger number of plants and animals than included in the school curriculum.

Thus, it can be stated with certainty that studying nature in young naturalist clubs based on direct observations, accompanied by practical activity, contributes to *clarifying and consolidating knowledge in biology gained in class, as well as significantly deepening and expanding it*.

Practical work on growing various plants and caring for domestic animals not only contributes to a better understanding of all sections of the biology course—botany, zoology, human anatomy, and physiology—but also provides the opportunity to acquire practical knowledge and skills in agriculture.

In the process of growing various plants, young naturalists practically get acquainted with the soil and its preparation for sowing (tillage, fertilization), methods of sowing, agrotechnics of caring for various plants—in a word, with all basic operations for growing them, as well as harvesting and storing the crop. In their work, they encounter agricultural plant pests and diseases and learn measures to combat them. Young naturalists practically learn how cultivated plants are grown

and how, based on advanced agrotechnics, high yields can be achieved.

Corresponding knowledge is obtained by young naturalists in clubs for caring for domestic animals: they get acquainted with housing design and equipment, keeping animals clean, rational feeding, proper management, reproduction, and care for young animals.

In addition to independent practical work performed by young naturalists, excursions to state and collective farms are usually organized for them, where they become acquainted with the use of machinery and gain an idea of large socialist agricultural production of an industrial character.

Such acquaintance with the basics of agricultural production is of great importance for the polytechnic education of schoolchildren, significantly supplementing classroom teaching.

Work in young naturalist clubs helps better assimilation and supplementation of knowledge in other subjects as well. Thus, when tilling soil, middle-school young naturalists, getting acquainted with soil structure, review and consolidate knowledge about water evaporation and fluid rise through capillary vessels. Usually young naturalists have to measure areas and measure out various distances. How abstract the knowledge of some students is regarding measurements is shown by the following observations of young naturalists at the Central Young Naturalist Station. Grade V young naturalists found it difficult to pinch off 1/3 of the root when pricking out seedlings, obviously not visualising this in practice, and

incorrectly filled flower pots with soil up to 3/4, while for Grade III–IV young naturalists, measuring out 1m, 1m50cm, 2m on beds using a tape measure was very difficult at the beginning of work.

Acquaintance with agricultural production based on independent practical work, linked with deep study of animals and plants, leads young naturalists to understand the connection between science and practical activity and to a proper appreciation of the importance of Michurinist biology for the practice of socialist construction. Young naturalists practically apply knowledge acquired at school, and in their own experience become convinced that science is closely connected with life. Thus, they use their knowledge of plant nutrition from the soil when growing plants, conducting proper soil tillage and fertilization; knowledge of animal structure is used when caring for them (feeding chickens and rabbits in connection with features of their structure and life, etc.). All agrotechnical techniques, even specific ones like pricking out seedlings or topping and side-shooting tomatoes, are substantiated by corresponding scientific data on plant life.

Becoming convinced of the effective nature of Soviet Michurinist biology, young naturalists acquire an interest in it and a desire to master its laws.

Interest in science and understanding of its importance naturally reflect favorably on young naturalists' attitude toward school studies. According to the majority of biology teachers, young naturalists study well in school and take their studies seriously.

Knowledge acquired in young naturalist clubs is of particularly great importance for rural schoolchildren, the majority of whom stay to work on collective farms upon graduating from school. Young naturalists become acquainted more deeply than other schoolchildren with the biological characteristics of various cultivated plants, structure and biology of farm animals, weeds and agricultural pests, and measures to combat them; they acquire basic skills in plant cultivation and animal care, and learn their scientific rationale. Such knowledge will undoubtedly help future collective farmers in their productive agricultural activity.

Work in young naturalist clubs also contributes to *the formation of thinking*.

In the process of club activities, the consciousness of a young naturalist is enriched with representations of plants, animals, and other objects and phenomena of surrounding nature, which, as is known, is the main condition for the development of thinking and enrichment of child speech. For example, having assimilated through practice in growing plants the general proposition regarding the necessity of sufficient soil nutrients for good plant development, young naturalists in the future will always take care to fertilize their crops.

2. Ideological and Political Education

Young naturalist activity is of great importance for fostering a scientific, materialistic worldview. Performing a variety of practical tasks in plant cultivation and animal care, young naturalists become convinced not only of the materiality of natural objects (which is achieved fairly easily), but also of the materiality of processes occurring in a living organism (which

is much harder to be convinced of). The dependence of crop yield on fertilizers, and the dependence of growth and development of young animals on feeding, clearly demonstrate that processes of nutrition, growth, and development of living organisms are material in nature. And even if middle-school young naturalists, due to insufficient knowledge of chemistry, cannot yet understand the essence of these physiological processes, they become fully convinced of their materiality.

> "A materialistic worldview," says F. Engels, "means simply understanding nature as it is, without any foreign additions."[16]

Young naturalists, based on their observations, become convinced that objects and phenomena in nature are not isolated from one another, but are *organically linked to one another, dependent on one another, and condition one another*[17].

In practice, they constantly discover diverse connections among observed objects and phenomena—for example, the dependence of plant growth on soil tillage, sufficient moisture, and nutrients in the soil, plant care, etc.

Young naturalists not only observe such dependencies, but also use them in practice to achieve high crop yields. Therefore, a student who has worked in a young naturalist club gets accustomed to considering *every object, every phenomenon of nature not in isolation, but in complex interrelationships with the surrounding environment*.

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[16] K. Marx and F. Engels, *Works*, Vol. XIV, p. 651.

[17] *History of the C.P.S.U.(B.): Short Course*, Ch. IV, p. 101.

Working in the club, young naturalists exercise in such **mental operations as analysis, synthesis, and comparison.** The minds of young naturalists work daily—whether they observe the development of plants, study flower structure, fruit types, plant varieties, etc. For example, during work as pleasant to a child as tasting "berries" of different raspberry varieties, young naturalists have to **"think"** quite a bit when they must independently determine for each variety: the size of the "berries" (infructescences), their shape, color, gloss, uniformity of stone cells, strength of their attachment, strength of attachment to the receptacle, shape and size of the receptacle, give characteristics of the calyx and pedicel (calyx standing out, pressed, length of the pedicel), note seed size, and determine taste, juiciness, and aroma.

Independent practical acquaintance of young naturalists with nature contributes to the development of their attention. For example, almost all young naturalists carry out lengthy phenological observations of the development of various plants, noting dates of sowing, emergence of seedlings, first flowering, mass flowering, fruit setting, etc.

Similar observations are carried out by young zoologists and livestock breeders on animal development. In the process of such observations, *purposefulness and stability of attention* are formed in young naturalists. Young naturalists gradually master *the skills and abilities of observing nature*.

Acquaintance with nature on the basis of direct observations allows young naturalists to note the existence of connections between objects and phenomena of the real world, their dependence on each other, and *exercise in forming judgments*

and inferences. Thus, young naturalists, observing the death of tomatoes from early frosts, infer that this plant cannot tolerate temperatures below 0°. They will draw the opposite judgment regarding the same temperature for head cabbage, seeing how it easily withstands light frosts. Based on these judgments, it is not difficult for young naturalists to independently draw an inference about the differing needs of various plants regarding temperature. *Independent observations of nature allow young naturalists to systematically exercise in inductive reasoning, gradually mastering it*.

Also, young naturalists constantly have to use deduction, applying derived general propositions to particular cases.

In the same way, observing nature, young naturalists consider it "...not as a state of rest and immobility, stagnation and immutability, but as a state of continuous movement and change, continuous renewal and development, where something is always arising and developing, and something is decaying and living out its day"[18], i.e., they master in practice the second proposition of the dialectical method. Young naturalists constantly see *continuous change, renewal, and development in nature*, whether they are engaged in special phenological observations, growing plants, or caring for animals. *The absence of rest and immobility in nature is a natural conclusion that young naturalists fully understand*. Matters are more complex with understanding the third and fourth propositions of the dialectical method—on development along an ascending line in leaps and on the basis of internal

[18] *History of the VKP(b) [All-Union Communist Party (Bolsheviks)]. Short Course*, Ch. IV, p. 101.

contradictions as the source and content of development. These propositions are fully inaccessible to middle-school-aged students. But young naturalists can accumulate certain material as a foundation for understanding them in the future during club activities. Thus, young naturalists observe leap-like development in animals—the transition from one stage to another in insects with complete metamorphosis, the emergence of a chick from an eggshell, the transformation of a tadpole into a frog, the birth of offspring in mammals. Observations of grown plant development, starting from seed germination, show the presence of different phases replacing one another and seemingly negating each other, demonstrating the simultaneous existence of development and dying-off processes in a living organism. Acquaintance with the diversity of varieties of cultivated plants and breeds of domestic animals, along with their origin from wild ancestors, provides material for understanding the historical process of development.

Older young naturalists, working in clubs, accumulate significant material for understanding **Michurinist doctrine**.

Young naturalists become even more convinced of the **materiality of nature and the regularity of its development** through close acquaintance with agricultural activity. Daily practice shows young naturalists that by acting on plants and animals in various ways recommended by **agronomic and zootechnical sciences, one can significantly raise plant yields and animal productivity.**

In the process of practical activity, young naturalists see the advantages that distinguish the best varieties of cultivated plants and the best breeds of domestic animals. And

acquaintance with the works and achievements of our Soviet scientists—I. V. Michurin, T. D. Lysenko, M. F. Ivanov—shows how far the alteration of the plant and animal world can go.

Young naturalists, based on observations and practical work, become convinced that everything in nature occurs according to certain laws, by understanding which man controls nature in his own interests. Such convictions and conclusions naturally protect young naturalists from all kinds of prejudices and superstitions, which are remnants of an idealistic worldview.

Thus, work in young naturalist clubs is of great importance for developing a **scientific materialist worldview** among students and can significantly complement the work done in this direction in lessons. Work in young naturalist clubs exerts a significant influence on the **fostering of Soviet patriotism** among young naturalists. Direct communion with surrounding nature and systematic observations of its seasonal changes reveal to young naturalists the beauty of their native nature and foster a love for it, which serves as one element in the complex and deep concept of patriotism.

Acquaintance with the utilization of natural riches, with the achievements of science, and the successes of agricultural practice—possible only under the conditions of a socialist state—evokes in young naturalists love for their socialist Homeland, pride in its achievements, and a readiness to labor for its benefit.

Particularly valuable in young naturalist activity is the fact that much of the work is of a **socially useful character**, thanks to

which young naturalists practically participate in socialist construction, offering whatever help they can in realizing the Stalinist five-year plan for the reconstruction and development of the national economy. Thus, young naturalists carry out various tasks in landscaping school grounds and public gardens, attract beneficial birds to gardens and fields, conduct various agricultural experiments that are meaningful for local agriculture, fight agricultural pests, assist collective farms by taking charge of young cattle and horses, manufacture various educational visual aids for schools, gather medicinal plants, etc.

The best young naturalists, in their socially useful activity, are sometimes innovators who advance local agriculture. For instance, young naturalists of the Obvinsk school, Molotov Oblast, were the first in their district to cultivate vegetables such as tomatoes, pumpkins, cucumbers, etc., which now, as the club director M. I. Dmitrov writes, "are no longer a curiosity to anyone in Obvinsk."

Having received 50 grains of naked oats and naked barley from the All-Union Agricultural Exhibition in 1940, Obvinsk young naturalists multiplied these crops and in the spring of 1946 handed over 25 kg of naked oats and 20 kg of naked barley to the local collective farm for multiplication and testing. Young naturalists of the Sandatovsk seven-year school, Rostov Oblast, engaged in sericulture and distributed it among local collective farmers.

Thanks to participation in socially useful work, the fostering of Soviet patriotism in young naturalist clubs takes on an active character, finding its vivid expression, for example, in the work

of the Ivanovsk secondary school, Borisoglebsky District, Yaroslavl Oblast. In 1946, young naturalists of this school accomplished the following socially useful deeds:

1. created a park on the village square, planting 400 birches, 300 rose hip bushes, 120 cherry trees, over 1000 flower seedlings, and hauled 200 cartloads of sand for the pathways;
2. planted 100 apple trees and 500 berry bushes in the school garden, placing 2.5 tons of manure under them, and in autumn dug around the apple trees and wrapped them with pine needles to protect them from hares;
3. studied the region's fodder base, determining the ratio of grasses, legumes, and mixed herbs, collected seeds of the most valuable grasses, etc.;
4. organized a weather station.

Mainly, the young naturalists themselves realize the socially useful value of their work. Thus, a young naturalist N. L. writes to the Yaroslavl Regional Station of Young Naturalists: "We, the students of Ivanovsk school, have set to work along with all the people to fulfill the five-year plan. Not only the planting of the school garden, but also the park is viewed by us as participation in fulfilling the five-year plan, as a means of instilling cultural habits in children regarding plant care, beautifying the school and the collective farm village." Unsurprisingly, the work of the Ivanovsk young naturalists met a warm response from the local collective farm, which helped the young naturalists build a fence around the weather station.

In the process of socially useful activity, **a socialist attitude toward labor** is cultivated as a matter of honor, valor, and heroism, alongside a desire to achieve high work performance.

In the process of socially useful activity, **young naturalists cultivate a socialist attitude toward public property.**

By practically helping socialist construction—for example, by growing new and better plant varieties, caring for collective farm young stock, etc.—young naturalists naturally begin to properly appreciate public property and learn to handle public property with care.

3. Labor Education

The goals of labor education, as one of the integral elements of communist education, are: fostering a love for labor, developing physical labor skills, and the ability to combine physical labor with mental labor using existing knowledge.

This crucial task of communist education does not find adequate resolution in classroom lessons, and work in young naturalist clubs can significantly fill this gap.

Young naturalists, when gathering natural material, growing plants, and caring for animals, systematically perform physical tasks of varying difficulty, which total up to quite significant amounts. For example, middle-school young naturalists from the floriculture club at the Central Station of Young Naturalists completed the following tasks during the spring and summer of 1946: 1) tested the germination rate of seeds intended for planting; 2) sowed seeds of various flower plants into seedling boxes; 3) sorted dahlia tubers after overwintering, cleaning them of decayed parts and set them out for germination; 4)

pricked out flower seedlings; 5) planted them in open ground; 6) sowed flower seeds directly into open ground; 7) conducted stem cuttings for houseplants and dahlias; 8) transplanted rooted cuttings into pots; 9) throughout the summer, maintained plant care in the flower bed—watering, weeding, loosening soil; 10) fed plants with mineral fertilizers; 11) conducted phenological observations and described collections of various peony varieties; 12) gathered and dried various flower plants; 13) transplanted perennial phloxes; 14) planted annuals in boxes for spring forcing in the greenhouse; 15) grafted roses onto wild rose hips; 16) prepared flowers for the All-Moscow Floriculture Exhibition.

Thus, young florists carried out over **16 different types of floricultural work**, securing a fairly extensive store of physical labor skills in floriculture that can be applied to other branches of plant growing.

It is especially important that young naturalists combine physical labor with mental labor during practical work. Every operation in growing plants and caring for animals is grounded in the knowledge young naturalists possess and is tied to applying this knowledge. For example, when fertilizing the soil under plants, middle-aged young naturalists apply knowledge gained in school about plant nutrition from the soil and salt solubility; when weeding weeds with complete removal of their underground parts, they use knowledge of vegetative propagation of plants via rhizomes, root shoots, etc.

With proper guidance in the practical activities of young naturalists, there is an opportunity to instill in them habits of organized labor, teach them to plan work, organize it properly,

keep tools and implements orderly, and teach them to use each tool correctly during work (e.g., digging correctly with a shovel, etc.).

Including shared collective assignments in club programs provides practical experience in organizing collective labor.

By performing various practical tasks, young naturalists gradually grow accustomed to physical labor and, as they master skills and abilities, begin to love it.

Labor education, as one element of communist education, is important for all Soviet schoolchildren—both urban and rural—but cultivating a proper attitude toward labor and a culture of labor has particularly great practical value for rural schoolchildren who, upon finishing school, will go to work on collective farms.

4. Fostering Other Aspects of the Child's Personality

The educational influence of diverse club activities on young naturalists extends to other sides of a child's personality.

a) **Fostering independence, initiative, and creativity.** Joining a young naturalist club on a voluntary basis already requires a certain degree of initiative and independence from a student, the development of which is further aided by the whole organization of club work. Distribution of practical tasks and experimental projects is done according to the young naturalists' wishes, i.e., once again based on their independence and initiative.

Even greater independence and initiative are required when completing practical tasks that are not restricted to set hours.

Having chosen a specific task or experiment together with the instructor, the young naturalist performs it completely independently during hours of their own choosing. They independently maintain an observation and work log, sum up results, and format them. In club work, far more opportunities are provided for exercising independence and initiative than in classroom lessons. And, as observations show, students who have worked in clubs value independence in work and frequently display initiative by suggesting alternate work structures or different experimental setups. For instance, during seedling pricking, an instructor suggested a specific work sequence: removing seedlings, pinching off a third of the taproot, making a hole using a dibber, inserting the plant, and pressing soil to the plant with the dibber.

plant with a dibber. One young naturalist, having started work in this order, soon switched independently to a different sequence and pre-made all the holes with the dibber, only slightly widening them during planting, which significantly accelerated the process and increased labor productivity.

Also, when planting flower seedlings into a bed, the instructor suggested that two young naturalists plant each bed starting from opposite ends. The young naturalists suggested a different arrangement and began working as a pair from one end, positioning themselves on opposite sides of the bed and planting half the transverse row each.

The best young naturalists who spend several years in clubs display even more complex creative initiative, selecting the best plant varieties and animal breeds, or breeding new varieties through selection.

For example, young naturalists of the Obvinsk school, Molotov Oblast, after receiving seeds of 10 wild potato varieties from the Central Station of Young Naturalists in 1941, bred a new potato variety called **"Yunnatka"** through selection over 6 years. In 1946, it yielded 38 to 62 tons per hectare. In the climatic conditions of Molotov Oblast, the new variety proved superior to the known "Rannaya Roza" variety—yielding more and tolerating frost. In 1946, the young naturalists transferred 70 kg of the new potato variety to their collective farm. The potatoes yielded a good harvest and pleased the collective farmers so much that they saved nearly the entire harvest for planting in 1947.

Young naturalists of the Chistoozernaya school, Novosibirsk Oblast, by crossing a red-fruited tomato with a yellow-fruited one, obtained a variety with mixed red-and-yellow coloration. They also bred their own melon variety that ripens in Novosibirsk Oblast. The results of such creative work by young naturalists were widely displayed at the All-Union Agricultural Exhibition in 1939–1940 in a special "Young Naturalists" pavilion.

It can be stated with certainty that the content, organization, forms, and methods of work in young naturalist clubs all contribute to the development of independence, initiative, and creativity—these essential personality traits of a member of socialist society.

b) **Fostering will and conscious discipline.** The practical activity of young naturalists is purposeful and finishes with a definite result. Work continues over a more or less extended

period, and completing it requires a certain persistence, exertion of strength, and willpower from young naturalists.

Working conditions in young naturalist clubs encourage such effort. If a young naturalist growing plants fails to water or weed them on time, they can render all previous work useless. Furthermore, failure to perform any care operation on plants stands out starkly, "eyesore-like," to both young naturalists and instructors.

The issue is even more serious when caring for animals, where daily feeding and other tasks are required.

Thus, the conditions themselves motivate young naturalists to perform required work in a timely manner. Young naturalists develop a conviction in the necessity of doing tasks on time, even when there is no desire to do so; willpower and conscious discipline are formed.

Observations by teachers and club leaders demonstrate that participation in a club helped improve discipline and foster conscious discipline rooted in clear convictions and requiring willpower.

v) **Physical education.** Young naturalists perform practical work in the fresh air, which alone has a beneficial effect on their health. Additionally, young naturalists participate to varying degrees in manageable physical labor that develops them physically.

Working with plants and animals outdoors noticeably strengthens the nervous system. Regarding its health impact, young naturalist clubs occupy an exceptional place among other types of classroom and extracurricular activities.

g) **Aesthetic education.** Direct communion of young naturalists with nature and constant observation of its beauty in all its diverse manifestations naturally develop the capacity to perceive and feel the beautiful. This influence is wonderfully expressed by K. D. Ushinsky: "And freedom, open space, nature, the beautiful surroundings of a town, these fragrant ravines and swaying fields, pink spring and golden autumn—were they not our educators? Call me a barbarian in pedagogy, but I have carried from my life's impressions a deep conviction that a beautiful landscape has such a huge educational influence on the development of a young soul that it is difficult for a pedagogue's influence to compete with it."

5. Developing Interest in Studying Nature in Agricultural Activity

Joining a young naturalist club itself indicates that incoming students possess some interest in nature and agriculture. Properly organized club work, which broadens knowledge and deepens education while yielding practical results, significantly aids the development of this interest. Quite often, upon finishing school, young naturalists go on to work at collective farms in the specialty they enjoyed in the club, or enroll in agricultural educational institutions.

For example, young beekeepers go to work at the collective farm apiary. A young rabbit breeder becomes head of a rabbit farm at a collective farm, etc. Former young naturalists are also frequently found among students at biological and agricultural universities and young researchers in these specialties.

Young naturalist clubs help students identify their inclinations and abilities, and often determine their future profession.

The role of young naturalist clubs in developing interest in agricultural activity is especially significant in rural schools, where the majority of students remain to work on collective farms after graduation.

Working in clubs, young naturalists become convinced that agricultural activity linked with science is an interesting, creative field with broad, attractive prospects.

Thus, an analysis of the educational value of young naturalist clubs shows that their influence on young naturalists is significant and multifaceted.

This is confirmed by the testimony of teachers working with young naturalists, as well as professors teaching former young naturalists in higher education institutions.

According to teachers, young naturalists are usually good students not only in biology, but in other subjects as well. This is a widespread opinion. Even more clearly revealed is the impact of club work on former young naturalists when they become university students, where the ability to work independently is required.

6. Young Naturalist Clubs and the Fight Against Formalism in Biology Teaching

Young naturalist clubs matter not only to participating members, but also exert a positive influence on the study of natural science across the entire class. Through their passion for nature and agriculture, and their practical work yielding

interesting results for all students, young naturalists "infect" other students to varying degrees, developing their interest in natural science. In schools with well-functioning young naturalist clubs, broad masses of students are drawn into extracurricular natural science work ("Bird Day," "Forest Day," biology evenings, reading popular science literature). All of this naturally reflects favorably on the entire class's attitude toward natural science as a subject and ensures good academic performance.

Young naturalists help teachers equip natural science lessons with visual aids: a) they actively participate in setting up living nature corners and caring for plants and animals, often acting as the "instigators" of these efforts; b) they work actively on the school plot growing plants needed for botany lesson demonstrations; c) they arrange materials gathered in nature (herbaria, collections) and turn observation and experiment results into visual aids used in lessons. Sometimes young naturalists specifically produce visual aids for botany, zoology, and other areas of natural science. For instance, young naturalists of the Podolsk school, Moscow Oblast, under the guidance of biology teacher Comrade Kadnikov, richly equipped their biology laboratory. Various educational aids made by them were displayed at the All-Union Agricultural Exhibition.

Young naturalists help the teacher prepare demonstrations and experiments for class, maintain the laboratory, collect natural material, etc., serving as real assistants and little "friends" to the biology teacher.

During summertime, young naturalists help keep the school plot in exemplary condition and carry through experiments initiated in the spring. The young naturalist club helps the teacher avoid formalism in biology instruction and teach in accordance with natural science methodology. The effort expended by a teacher on organizing and directing clubs quickly bears fruit in the form of well-organized instruction and high student achievement.

7. National-Economic and Scientific Value of Young Naturalists' Practical Work

The work of the best young naturalists carries notable national-economic value. Mention was made earlier of the Obvinsk school young naturalist club in Molotov Oblast. In the harsh climate of Karagaysky District, with its very short summer, club members were the first to grow vegetables that no one had grown there before—cucumbers, tomatoes, etc.—achieving success and spreading their vegetable-growing experience among the local population.

Similarly, young naturalists at the Serdobsk regional station, Penza Oblast, distributed naked oats, which were sowed over 54 hectares on a neighboring collective farm in 1946. Many such examples demonstrating the role of young naturalists in introducing new regional crops could be cited.

Young naturalists at the Konduzhsk seven-year school, Vologda Oblast, grew vegetable crop seeds (cabbage, carrots, beets, rutabagas) on the school plot and fully supplied two neighboring collective farms with seeds in 1946.

Soviet scientists, led by the President of the V. I. Lenin Academy of Agricultural Sciences, T. D. Lysenko, pay close attention to young naturalists, helping them with advice and providing interesting, manageable tasks.

For example, on assignment from the Research Institute of Vegetable Farming, young naturalists grow cold-tolerant tomatoes; on assignment from the Research Institute of Rubber Plants, they grow kok-saghyz; on assignment from the Department of Vegetable Growing at the Timiryazev Agricultural Academy, they conduct summer vegetable sowings, etc.

Assignments from scientists are distributed to wide masses of young naturalists via the Central Station.

Mass experimental verifications of scientific achievements are of great importance, and young naturalists render real assistance to scientists by carrying out this work.

The value of young naturalists' work in these directions was duly recognized during the organization of the All-Union Agricultural Exhibition, where a dedicated "Young Naturalists" pavilion was constructed. In 1940, 1,200 young naturalists from various regions and republics were approved as exhibition exhibitors. The young naturalist pavilion has been restored for the upcoming 1950 exhibition.

The national-economic value of young naturalist work is positively assessed by ministries of agriculture, technical crops, etc., which allocate funds to organize mass events—competitions for best young gardener, experimental plant grower, etc.

8. The Place of Young Naturalist Clubs in School

An analysis of the significance of young naturalist clubs made on preceding pages shows the major role they can play in achieving communist education.

Emerging after the October Socialist Revolution in Soviet schools, young naturalist clubs initially fascinated some leaders so much that they began viewing them as an independent organization, setting them up in opposition to the school to a degree. This was, of course, a major mistake that was soon corrected.

Young naturalist clubs, whether organized within a school or in extracurricular institutions, should be viewed as measures that help the school in the communist education of children. Extracurricular and out-of-school work share the same goals of communist education in the broad sense of the term, sharing the same content as classroom work while differing only in form and methods. From this perspective, young naturalist clubs should be viewed as an activity that facilitates deeper mastery of Michurinist biology and more comprehensive communist education of children.

Taking into account the great educational and developmental value of young naturalist clubs, efforts should be made to organize them in every school. A school without young naturalist clubs should be viewed as one that does not fully utilize its available opportunities.

Work in young naturalist clubs is valuable for all school ages—younger, middle, and older. Clubs are most common among middle-aged children. This is understandable given that

students in grades V–VI begin studying botany and zoology, which naturally piques their interest in the plant and animal world. Through the club, this interest is directed into proper channels and used to enhance education. The multifaceted impact of young naturalist club work on middle-aged children manifests in all the directions listed above.

Young naturalist clubs are no less necessary and important for primary school students, especially considering that natural science as a distinct subject is studied only in grade IV (inanimate nature). Club activities organized for grades III–IV can significantly broaden children's horizons, develop their thinking, and carry out communist education. The accumulation of concrete, diverse representations of nature by young naturalists serves as a solid foundation for developing speech and conscious reading.

No less importance can be held by young naturalist clubs for older students, where they are currently not widespread enough. Older young naturalists studying chemistry and physiology can conduct a series of agricultural experiments that help them better understand the essence of Michurinist doctrine and delve deeper into the works of I. V. Michurin and T. D. Lysenko.

Clubs play a major role at this age in shaping a scientific worldview. Young geologist clubs should occupy a prominent place among senior young naturalist groups.

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In conclusion, it is worth addressing a misconception regarding the value of clubs that stems from a one-sided assessment found among certain teachers.

The clearly expressed national-economic value of practical results in the best young naturalist clubs is overestimated by some leaders to such an extent that they consider it the main purpose of the clubs, forgetting the resolution of the Central Committee of the VKP(b) on subordinating children's socially useful labor to the school's educational goals.

Socially useful labor in its various forms occupies and should occupy a prominent place in young naturalist clubs. Involving young naturalists in socially useful activity provides an opportunity to include them in practical work toward fulfilling the Stalinist plan for reconstructing and developing the national economy, thereby elevating the ideologico-political level of their upbringing. One cannot ignore the real assistance rendered by young naturalists to the national economy, examples of which were cited above; organizing young naturalists' practical activity as a game without real results would be incorrect.

However, it is equally incorrect to underestimate the primary aspect of young naturalists' social labor—the influence of labor on shaping their personality and communist consciousness.

The relationship between economic value and educational value in labor was clearly defined by M. I. Kalinin: "It seems to me that the success of experimental school garden plots should not be measured by bare harvest figures, although these are by

no means matters of indifference to them; rather, success lies in their pedagogical effect within the general system of student instruction and upbringing—that is, how much they improved the quality of study, how much senior students learned to work, and how much junior students became accustomed to labor."

A one-sided understanding of young naturalist clubs also lies in viewing them solely from the perspective of aiding classroom natural science instruction. Proponents of this view value only those clubs that render direct assistance to classroom teaching and build their program in complete alignment with material studied in class, running parallel to classroom learning wherever possible. Such clubs exist even in out-of-school institutions.

Thus, in 1946 at the Leningrad Pioneer Palace, a young zoologists' club engaged exclusively in reviewing material studied by young naturalists in class.

To be sure, such "tutoring" clubs assist the school, but their utility is extremely limited—not only educationally, but even instructionally. Educational material included in a club program must be linked to the school curriculum, but this link does not necessarily have to be direct: in some cases, young naturalists in the club will reinforce and review knowledge acquired in class; in others, they will gain an initial acquaintance with material that will be studied in school later.

Thus, young plant growers moving from grade V to VI deepen and reinforce knowledge gained studying botany in grade V while growing plants over the summer; at the same time, by

combating insect pests, they briefly familiarize themselves with insects, accumulating material for studying insects in grade VI.

Furthermore, in clubs, young naturalists do not study everything in the school curriculum, but usually limit themselves to a deeper study of specific topics. There is great value in this: by studying a specific topic in greater depth, the young naturalist will come to understand what it means to "know a topic thoroughly." Deep study of even a single topic exerts a major positive influence on all subsequent learning.

Therefore, reducing the purpose of young naturalist clubs solely to reinforcing material studied in class means impoverishing their potential.

Work with young naturalists must be organized in a way that fully utilizes it to foster a well-rounded, fully developed personality—a member of socialist society.

"Soviet Pedagogy", 1947, No. 3.

N. V. BYCHKOV

YOUNG NATURALIST WORK IN A RURAL SECONDARY SCHOOL

(From the experience of the Annenkovo School, Penza Oblast)

The Soviet school must prepare the younger generation for active participation in socialist construction, in the struggle for communism. It must raise youth who love labor, are not afraid of difficulties, and know how to overcome all obstacles.

One form of extracurricular work that helps solve these tasks is young naturalist clubs (*yunnat* clubs) organized by the school.

How to Organize a Young Naturalist Club

For the practical study of botany, zoology, and the foundations of Darwinism, a school should have an educational-experimental plot where, as in our school, all students work: they study plants, conduct observations of their growth and development, set up experiments, etc.

Students who are most interested in these experiments should be assigned to be responsible for conducting each experiment. These students will subsequently form the core active membership (*aktiv*) of the young naturalist club.

Where should the organization of a young naturalist club begin?

First of all, it is necessary to find out which students are most interested in nature. An initiative group should be organized from among them, to whom the goals and tasks of young naturalists are explained. After this, enrollment should be

conducted for those wishing to work in the club. It is advisable to divide all enrolled club members into two or three groups: Grades I–IV into one group, Grades V–VII into another, and Grades VIII–X into a third. This is done to ensure a community of interests and greater cohesion and friendship among the young naturalists.

At the very first general meeting of club members, a club chairman and secretary are elected. The chairman helps the club director organize and set up the work, while the secretary oversees diary keeping, keeps track of club attendance, and monitors duty shifts among the young naturalists.

In our school, separate groups of 3–5 people are assigned to carry out one task or another. Each group is given a specific task: conducting an experiment, observing in the living nature corner, or working on the educational-experimental plot.

The club features the following sections: young experimenters, plant growers, young orchardists, young zoologists, rabbit breeders, beekeepers, and a section for producing visual aids.

Our young naturalist club was organized in 1935 by biology teacher Nina Petrovna Garkina. For 13 years now, she has continuously directed young naturalist work in the school.

Prior to 1941, all experimental work was conducted on the personal household plots of the young naturalists. In 1941, the school was allocated a fenced land plot behind the schoolyard. The young naturalists set about putting it in order. In the very first spring, they collectively cleared it of stones, bricks, and weed remnants, dug the soil with shovels, and initially set aside

a plot for a flower garden, plant systematics, and a berry garden.

Since 1943, young naturalists have been conducting experiments on growing potatoes using the tubeless (sprout/cutting) method. To popularize this method of potato cultivation—especially during the war years when many lacked seed potatoes—an annual exhibition titled "Our Harvest" was organized.

The exhibits at this show speak to the remarkable achievements of the young naturalists.

Visitors' attention is drawn to potato tubers weighing 600–800 g, grown by young naturalists Galya Koshkarovskaya, Ariadna Semina, and Galya Sviridova. By planting eyes and cuttings, the young experimenters harvested 152 kg of potatoes from just three tubers of the "Lorkh" variety weighing 1 kg in total. For such a high yield, they received first prize in the All-Union Competition of Young Experimenter-Plant Growers.

A slightly smaller yield was obtained by young naturalists Zhenya Berglesova and Lyuda Murzina.

Their experiment differed from the first. Taking the same quantity of potato tubers, they first grew 92 green sprouts and 20 cuttings, and by planting them on an area of 50 m², harvested 132 kg of potatoes. For the achieved result, these young naturalists were awarded third prize.

Even more interesting was the experiment by young naturalist Tonia Nemolyayeva. On a plot of 50 m², she planted 100 cellar sprouts of potatoes and harvested 78 kg from this "field." Through her experiment, Tonia showed that from a household

plot of 0.05 ha, one can harvest 50 poods of potatoes without spending a single seed tuber. Exhibition visitors—collective farm men and women—were initially skeptical of the experiment results. However, they later became convinced through their own experience that cellar potato sprouts serve as valuable seed material and yield a good harvest under proper care.

Surprising in size at the exhibition were pumpkins grown in 1946 on his garden plot by 7th-grade student Lenya Petrukhin. From a plot of 250 m², he harvested over 300 pumpkins weighing an average of 8 kg each. Displayed at the exhibition was a pumpkin weighing 18 kg. For his experimental achievements, Lenya received second prize in the First All-Union Competition of Young Experimenter-Plant Growers.

For several years, not without success, experiments have been conducted with corn and beans. 7th-grade young naturalists Zhenya Berglesova and Tanya Talvinskaya proved that these crops not only mature in our locality, but also give a high yield. Corn yielded 100 centners per 1 ha, and beans—40 centners.

Currently, there are 87 members in our club. The active core grows every year. While in the first orchardists' competition in 1945, 2 young naturalists received prizes (first and second), in the second competition 7 received prizes, and in the third—13 young naturalists.

Educational-Experimental Plot

The educational-experimental plot serves as an open-air laboratory. Work on the plot is the best means of connecting school with life, instruction with socially useful agricultural

labor, and theory with practice: it allows for the preparation of nearly all necessary handout material for natural science lessons, the creation of herbaria on plant morphology and systematics, the conducting of many experiments in botany and agriculture, and the observation of vegetative plant development.

Work on the plot requires thorough preparation and well-thought-out student organization. In our school, each class is divided into 3–4 teams (*zvena*), headed by selected young naturalists. All students in Grades V–IX work on the educational-experimental plot not only in spring and autumn (during school sessions), but also in summer. Before the end of the school year, a calendar schedule of work attendance is drawn up for the summer (once or twice a week, during late afternoon hours). Team leaders are given tasks for the summer.

The active young naturalists conducting plant-growing experiments visit the plot almost daily.

Young naturalist team leaders observe seedling emergence, growth, and development of plants, recording observation results in a log and on an index card. All observations are accompanied by sample collection and drying. During observations, the following are noted: first and mass emergence of seedlings, tillering, flowering, and ripening; records are kept of what care activities were performed.

In autumn, each student's plan execution is checked. Young naturalists report on their summer work, illustrating reports with exhibits, tables, diagrams, records, etc.

To date, the following have been collected and processed:

1. **Inflorescence collections** (sown for raceme—winter cress; for spadix—corn; for umbel—primrose; for head—clover; for basket—daisy; for compound spike—rye; for panicle—oats; for compound umbel—dill);
2. **Fruit collections** (sown for capsule—poppy; for pod—peas, beans; for achene—sunflower);
3. **Leaf and root collections.**

All these collections are created in several copies and used as handout material during lessons.

The following experiments are set up annually on the educational-experimental plot: photoperiodism of soy and millet, studying the effect of sowing depth on sunflower yield, sowing density of beets and pumpkins, and early cucumber cultivation.

Interesting experiments with new plants (for our region) have been established on the plot. The motto of the young naturalists is: *"We cannot wait for favors from Nature; to take them from her is our task"* (Michurin). Sown are: wheat-wheatgrass hybrid, hull-less oats, hull-less barley, kenaf, kendyr, velvet leaf (*Abutilon*), corn, beans, soy, and Chinese cabbage.

To study plant life and structure on the educational-experimental plot, space has been allocated for plant systematics: 10 families specified in the Grade VI botany curriculum are represented.

This "living herbarium," so to speak, gives young botanists much new information about plant life beyond what they learn from textbooks, teachers, excursions, and observations. The

task of the "living herbarium" is to show the most typical representatives of major plant families alive rather than dried.

A supplement to the "living herbarium" of cultivated plants is wild woody vegetation planted along the fence: birch, aspen, pine, rowan, linden, maple, oak.

In our school, teaching botany and zoology without a connection to practice is unthinkable. Here is the work conducted annually on the educational-experimental plot: growing seedlings, caring for houseplants, caring for vegetable crops, fruit and berry plants, and growing ornamental flowering plants in open ground. Students acquire the following practical skills in Grades V and VI: soil tillage, sowing vegetable seeds, seedling care, pricking out, planting currant cuttings, planting potatoes, transplanting seedlings, harvesting root crops, seed selection, harvesting cucumber and tomato seeds, planting strawberries, pest collection, and pest control measures. In Grade IX—the same skills plus: making paper pots, observations on the Darwinian plot, sowing seeds, and planting for demonstrating the essence of natural and artificial selection.

As long-term experience with our club has shown, best results are achieved when each experiment is assigned to specific students—preferably a small group of 3–5 people.

Work on the plot is carefully planned and recorded. A general club plan is drawn up by seasons. Based on it, plans for individual types of work are created.

Plans for each type of work are also made to provide direction and afford greater independence to young naturalists in

conducting experiments, so they can prepare in advance for an experiment and complete it on time.

Club Work Plan Template

No.	Planned Work	Performed By	When	Completion Notes

Based on this plan, an experiment plan is drawn up specifying: the objective, necessary observations during the experiment, required care for test crops, necessary preparation/materials, and reading assignments. The plan is made together with the club leader. The leader checks daily the execution of the experimental work plan on the plot, maintaining a general club diary using the following format:

Club Diary Template

Experiment Name	Sowing / Planting Time	Emergence of Seedlings	Flowering	Harvest Time. Weight of Largest Fruit	Total Yield Weight	Recalculated ha

Individual work by young naturalists, as well as team progress assigned to specific experiments, is also recorded.

At the end of the season, after harvesting, an accounting card is completed using the following format:

1. First and last name of the young naturalist.
2. Name of the cultivated crop variety.
3. Time and method of sowing.
4. How the crop was cared for.
5. Harvest time.
6. Harvest weight from the entire plot.
7. Number of fruits, their shape, size of the largest fruit, and quality.
8. Recalculation of yield per 1 ha.

Below is an excerpt from a team diary on growing potatoes via the tubeless method:

> *"**April 10, 1945.** Today at the general club meeting, we were assigned to grow potatoes using green sprouts and cuttings. We eagerly took on the task.*
>
> ***April 15.** Today we were given three potato tubers of the 'Lorkh' variety weighing one kilogram in total. We cut them in half and planted them in a box of soil in the living nature corner.*
>
> ***April 25.** Potato sprouts have appeared; some are just emerging from the ground, others have grown 2–3 cm.*

May 5. *Decided to snap off the sprouts today. We removed the tubers, and they were covered in sprouts. We carefully snapped off 42 sprouts from the 6 tuber halves and planted them in a box with soil.*

May 10. *The sprouts have rooted. We pulled two out to check—they already have roots.*

May 19. *Today we snapped off 26 more sprouts. We planted them in a box with soil and buried the tubers again.*

May 20. *We cut 30 cuttings from the first 42 sprouts and planted them in a box. Wonder what will happen? How many cuttings will take root?*

May 25. *People have been planting potatoes for 10 days now, but we will plant our seedlings in early June when there are no more frosts.*

May 27. *Today we checked the cuttings; it turns out they have roots too, though probably not all, as 1 out of 5 pulled up doesn't have roots yet.*

June 5. *According to our observations, we had no frosts at this time, so we decided to plant our potato seedlings in the ground. First, we removed our tubers from the box of soil and snapped off 24 sprouts for the third time. Of the 30 cuttings, 20 took root. 92 green sprouts (we decided to try planting 24 newly snapped ones directly into the ground) were transplanted to a 50 m² plot. First we watered the holes, then planted.*

June 7. *Today we watered our seedlings.*

June 12. *Watered again.*

July 12. *Our potatoes have flowered. We aren't watering anymore. In total, we only watered twice. We visit our plot often, hoeing and weeding.*

October 5. *Today we harvested our potatoes. From 112 bushes (some died), we dug up 132 kg. Imagine that! We grew 132 times more than we planted—two whole sacks from a single kilogram of tubers.*

October 25. *Today we prepared a report on how we achieved such a large harvest.*

Galya Koshkarovskaya, Ariadna Semina, Galya Sviridova."

In autumn, the club holds an exhibition displaying the results of the young naturalists' work on the educational-experimental plot.

Young naturalists showing the best results in yield and record-keeping are awarded prizes by the club using funds obtained from crop sales.

The most interesting exhibits are sent to the regional (*rayon*) agricultural exhibition.

Work in the Living Nature Corner

The living nature corner is our winter laboratory. Connecting natural science instruction with experiments and observations during winter is realized through work in the living nature corner, where teaching aids, charts, models, diaries, taxidermy

mounts, skeletons, and other exhibits of young naturalist work are accumulated.

The living nature corner in our school acts as a biological museum. Work never ceases there among inquisitive young naturalists: some care for and observe houseplants, others prepare collections, charts, and models, while others tend to rabbits, weighing them and making notes. Four large cabinets cannot hold all the aids made by the young naturalists and accumulated over several years; there is not enough wall space to hang all the exhibits.

In tubs skillfully disguised with grass and moss, birch, pine, oak, and maple grow. Among the grass and moss, mushrooms "grow" (sculpted from clay and painted); rotting stumps stand with beetles "crawling" on them (dried); butterflies and flies "sit" on trees (glued). In the grass, a quail built its nest, a hedgehog "crawls," and birds "sit" in the trees. A fox holds a crow in its teeth. Visitors can not only look at this corner of nature, but also learn about the lifestyle, habits, utility, and harm of various animals, birds, and insects, as brief descriptions are displayed behind glass in the cabinet.

Visitors also gain useful information from collections of fruit and berry models from subtropical countries, as well as collections of fertilizers, seeds, weeds, etc.

In the living nature corner, botany experiments are prepared and conducted showing seed germination conditions, swelling force, the importance of light during germination, seed air requirements, the effect of soil character on plant development, and seed composition (proteins, sugar, oil, starch, etc.).

Interesting research work is conducted with houseplants. Young naturalists Golyanina, Khvalina, and Makarova do not merely grow houseplants—they lovingly observe them and conduct experiments with cuttings and transplanting. Observing various houseplants, they pay attention to stem character, leaf arrangement, shape, size, color, and development conditions. Here is one observation and experiment plan for geranium cuttings:

1. Observe how geraniums grow. Where do new leaves come from?
2. Trace how geraniums branch and where young twigs form.
3. Determine their growth rate: when do geraniums grow faster?
4. How long does geranium flowering last?
5. Cut a twig from the plant and place it in water. What can be noticed after some time?
6. Based on experiment, establish what cutting size is best for planting and where the cutting should be made.
7. Plant cuttings from a mature plant in different soils (clay, sand, manure soil, and mixed soil). In which soil do cuttings grow and root best? What time of year do they root best?
8. Place several geraniums in different conditions (kitchen, entryway, living room) and compare growth rates.

9. Determine which watering method is best for geraniums: daily, every other day, twice a week, etc.
10. Observe the influence of light.

In the living nature corner, cacti occupy a prominent place. They are interesting for their appearance, often whimsical shapes, and biological features. With the help of young naturalists, over 20 species of cacti have been collected in our living corner. Observations and experiments have shown that the best soil for cacti is heavy soil mixed with 50% sand and clay. The young naturalists found that cacti do not like abundant watering: they can go without watering for several months, enduring drought very resiliently even in summer.

Young naturalists Nina Bochkareva and Tamara Blokhina performed the following experiment: they took identical jars with soil of identical moisture content. In one jar they planted a cactus; in the other, a geranium. Then both plants were watered with an equal amount of water. After watering, the plants were weighed and placed under identical conditions. Subsequent weighings were conducted daily. Weight loss indicated water evaporation by the plants: the cactus evaporated water significantly more frugally than the geranium.

Local History Work of Young Naturalists

Local history work is conducted by us across six sections:

I. Historical past of our village.

II. Geographical position.

III. Flora and fauna.

IV. Population and its occupations.

V. Remarkable people of our village.

VI. The collective farm and school during the Great Patriotic War.

As can be seen, there is enough work for all clubs: history, geography, literature, and young naturalists. All these clubs work, each on its own section.

In our article, we will focus only on the local history work of the young naturalists.

The young naturalist club has already done extensive work studying their home region. This club has been conducting nature observations for over 20 years (since 1927).

The painstaking work of the young naturalists is presented in numerous tables, models, herbaria, and albums. Models such as "Control Weeds" and "Control Field, Garden, and Vegetable Pests" are accompanied by descriptions of weed and pest control measures, with weeds and pests shown in their natural (dried) state.

A medicinal herbarium can and does serve as a handbook for gathering them. It provides descriptions not only of the biological features of medicinal plants, but also indicates where and when to find them, how to dry them, and for which ailments they are used.

In the "Flora" album, plants found in fields, forests, ravines, and marshlands are collected (the collection is not yet complete, of course). The album describes the plant life of our forests, fields, meadows, and ravines. This album represents an

accumulation of observations, excursion results, and local history work since 1938. Phenological observations are conducted annually. With equal care, a collection titled "Beasts and Birds of Annenkovo Village and its Surroundings" was compiled. This collection is the result of multi-year local history work studying local wildlife.

Study was carried out using various methods. Assignments were given to young naturalists to observe the life and habits of local beasts and birds. Joint treks into the forest were organized for collective observation of beasts and birds. Conversations were recorded with local hunters, foresters, and people knowledgeable about beasts and birds. Of course, the work continues, and the collection will be continually supplemented and refined.

Four of our young naturalists—Galya Shelakhayeva (Grade IX), Arkasha Polozov (Grade IX), Vova Dolnikov (Grade V), and Tonia Nemolyayeva—who studied their region with particular activity, attended the regional young naturalist rally, where they received gifts. They spoke about their young naturalist tourism work. Galya Shelakhayeva also attended the All-Union rally.

Local history work is interesting work. The young local historian learns about the riches of their region, and this fills them with patriotic feelings and pride in their Motherland.

This is why, in our schools, the study of distant lands must be reinforced by compulsory study of local places.

Spring and Summer Activities

Bird Day

Spring is the most favorable time for young naturalist work.

Every year, young naturalists at our school conduct a mass campaign for bird protection and attraction. This campaign has earned the title "Bird Day" in our school. "Bird Day" itself is held just before spring break, but preparations begin in early March: a month before break, young naturalists begin building birdhouses, repairing last year's houses, and preparing for an evening dedicated to "Bird Day," with the evening program planned in advance. Here is a plan for preparing and conducting "Bird Day":

1. Conduct talks in school classes and among the population at the club regarding the utility and migration of birds.
2. Organize an exhibition demonstrating: migration timing of various birds, their nests, plant damage samples caused by pests, materials on the importance of birds in agriculture, blueprints, and birdhouse samples.
3. Inspect all birdhouses put out previously, repair them, and put them out again.
4. Establish in advance where and which birds to attract, and outline how to protect birds.
5. Begin building birdhouses starting March 1. Involve all grades (from I to X) in this effort. Anyone unable to

participate in construction must bring materials—boards and nails.

6. On the final day before spring break, hold an evening dedicated to welcoming birds; program to be drafted by March 1, with preparations starting March 1.

   Program should include: a presentation on the utility of birds, learning poems, songs, stories, etc.

7. By the evening, issue a special edition wall newspaper and a leaf from the young naturalists' journal-calendar.
8. On one day during break, conduct organized placement of constructed birdhouses.
9. Organize a "bird town" in the school orchard and maintain observations of bird nesting and life in the town.

Last year's bird welcoming campaign was conducted so broadly that it took on the character of welcoming spring and preparing young naturalists for the spring-sowing campaign on the collective farm: collecting local fertilizers, delivering talks at the collective farm club about bird utility, damage scale caused by insect pests to agriculture, control measures, etc.

Warm days, melting snow, and an exhibition in the living corner dedicated to spring create an elevated mood among the children: *"Winter has passed. Spring is coming. Prepare for spring. Prepare for sowing!"*—reads a slogan hung in the school corridor.

"Birds are our friends"—demonstrates a poster visually. *"How to make a birdhouse"*—explains another poster. Evenings were

especially joyful in 1947. Here is the program for the 1947 evening:

1. Presentations: *"Bird Migration"* and *"Utility Brought by Birds."*
2. Play: *"Guest from Egypt."*
3. Poems: *"We Wait for You, Comrade Bird," "Starlings are Flying," "Spring," "Home, Sweet Home," "The Little House," "Spring Has Come," "Young Naturalist."*
4. Songs: *"Wedding in the Forest," "Feast in the Forest," "Hymn of the Birds," "The Starling," "The Bullfinch."*
5. Awarding prizes for the best birdhouse.

The next day, completed birdhouses were installed in the "bird town" and near students' homes.

Forest Day

Equally broad is the tree-planting campaign conducted by our school's young naturalists. "Forest Day" is preceded by extensive promotional work among the local population. The collective farm board, village council, and village Komsomol organization are drawn into publicity efforts for tree planting and green space protection. Talks and presentations are held at general collective farm meetings in the club and reading room (*izba-chital'nya*). In public institutions beyond the school, posters and slogans calling for the protection of forests, parks, and other green spaces are hung.

The entire school takes part in the tree-planting campaign: a specific plan indicates which grade plants which trees and shrubs and where (prior to planting, talks on planting rules are

held in classes, also demonstrated by posters hung in the living corner by that time).

Our school begins the tree-planting campaign as soon as the ground thaws, before buds break. Upon completing tree planting, results are tallied: how many and which fruit/berry and ornamental trees were planted on the school plot and near students' homes, and which students planted an orchard or built a front garden in front of their home. The school ensures that all planted trees are fenced, cared for throughout the summer, and preserved over the winter.

In spring 1947, 80 apple trees, 200 cherry trees, 600 raspberry bushes, over 500 currant bushes, about 1,000 strawberry plants, over 100 gooseberry bushes, and about 2,000 ornamental trees and shrubs were planted on the school plot and across the village.

Work in Fruit and Berry Plots

The majority of the school plot is set aside for berry crops: raspberries, currants, and strawberries. Apple and cherry trees are also planted.

A fruit and berry orchard requires much attention and special care. Early in spring, orchard clearing and pest control are performed: young naturalists collect blackthorn butterfly (*Aporia crataegi*) nests and burn them; if this is not done, the caterpillars will greedily attack and destroy juicy green foliage. Similar control is conducted for ringed silkworms, whose eggs form a ring around annual branches. Pest control continues all summer. In spring, all dry and damaged branches are pruned

and removed. Soil is kept loose at all times, and watering is carried out during dry periods.

Raspberries, currants, gooseberries, and strawberries are the most accessible plants for young naturalists. They propagate easily, grow quickly, and give good yields.

In spring, young naturalists conduct interesting experiments on vegetative currant propagation on the berry plot. For this purpose, they plant one batch of cuttings as early as possible (as soon as the ground thaws) and another batch in early May when buds unfurl on the cuttings. Through this experiment, young naturalists determine the best times for planting cuttings. Empirically, they also determine optimal cutting length, planting currant cuttings 5, 10, 15, and 20 cm long.

All work performed and plant growth observations are recorded in a diary, as described above.

Potato Variety Testing and Other Experiments

Last year, a team of young naturalists from Grades VIII and IX (team leader Nina Kashayeva) began an experiment testing 14 potato varieties. Its practical goal was to determine which variety is best in yield and starch content; this experiment will be conducted over four years as assigned by the local distillery to spread the best potato varieties across our fields. Each variety is planted on a 50 m² plot in four locations (with 4 replications, as specialists phrase it).

All 14 varieties were planted in this manner across an area of 0.07 ha. Soil tillage and care (there was no watering) were identical and simultaneous for all varieties, on identical soil.

Data show that by both metrics—yield and starch content—the best varieties overall are: "Lorkh," "Sovetsky," and "Oktyabrenok." However, these conclusions will be verified for three more years.

Young naturalists obtained 13 centners of seed potatoes from the entire variety-testing plot (0.07 ha), which they will distribute throughout the village in spring. Many applications have already been received for the higher-yielding varieties.

Young naturalists are conducting an experiment on restoring seed germination in "Mammoth" beets as assigned by the All-Union Institute of Plant Industry. The experiment is led by young naturalist Galya Shelakhayeva.

Experiments have been established on tomato pruning and hemp variety testing (as assigned by the regional young naturalist station). Soy, beans, and corn are grown to demonstrate that these crops can mature in our region as well.

Among the summer activities of young naturalists, floriculture work should also be noted. On the educational-experimental plot, an area of 200 m² is set aside for a flower garden.

The first step in open-ground floriculture is growing annual flower seedlings; young naturalists start this work at the end of March, growing seedlings in boxes in the living corner. Boxes with seedlings are placed in a cold frame when warm weather arrives. In late May, seedlings are transplanted into open ground, while direct sowing is performed simultaneously. Sowing in open ground is also done in June so that flowering continues into September (when school starts).

Our young naturalist club includes a rabbit breeding section and a beekeeping section. The rabbit is the most accessible and interesting animal for children. When caring for rabbits, students become familiar not only theoretically, but also practically with key livestock issues like housing, care, feeding, and raising young stock. This work is assigned to a team of three young naturalists, who keep observations and records.

At general club meetings, presentations were given on:

1. *"What the Rabbit Provides"*
2. *"Methods of Rabbit Housing"*
3. *"Rabbit Care"*
4. *"Feeds and Feeding of Rabbits"*

The goal of rabbit breeding is not only instilling care skills, but also spreading rabbit breeding among students.

The beekeeping section has a practical goal: teaching amateur young naturalists beekeeping. For this purpose, using funds obtained from plot crop sales, two bee colonies were purchased for the club. The beekeeping section heard and delivered presentations on:

1. *"Importance of Beekeeping"*
2. *"Basic Information on Bee Life"*
3. *"How to Organize an Apiary"*
4. *"How to Work with Bees"*
5. *"Spring Bee Care"*

6. *"Formation of New Bee Colonies"*
7. *"Autumn Apiary Work and Wintering of Bees"*

Summer Assignments

To involve the main body of students in naturalist work, all Grades V–VII students are given summer assignments for nature observation and material collection. Completing summer assignments allows for the collection of many visual aids and raw materials for processing in class during the autumn-winter period. Summer assignments are given by the teacher throughout the year upon completing each topic, rather than at the end of the school year. To prevent students from forgetting to complete these assignments, they are reminded again at the end of the school year. During excursions and lessons on the educational-experimental plot, the teacher demonstrates how to dry plants, dig them up, mount them in notebooks, catch/kill/spread butterflies, and assemble beetle and fly collections. All this is done by demonstrating well-made samples.

At the beginning of the new school year, summer assignment execution is strictly checked. A corresponding grade is awarded for completion, which is considered when issuing the grade for the first quarter.

Verification of summer assignment completion concludes with an exhibition. Below is a sample portion of summer assignments:

Grade V

1. Collect and dry leaves of various shapes and create a collection.
2. Collect various types of stems and create a collection.
3. Collect various types of inflorescences and create a collection.
4. Collect a fruit collection: berry, false fruit, drupe, nut, achene, caryopsis, samara, pod, capsule.

Grades VI–VII

1. Collect and dry individual plant species from studied families.
2. Collect various species of lichens.
3. Collect mollusk shells.
4. Create a collection of butterflies, beetles, and flies (identify them upon submission to school).

Educational Value of Young Naturalist Work

Young naturalist work overall significantly fosters a dialectical-materialist worldview, independence, and creativity. Work conditions themselves accustom the student to conscious discipline. Young naturalists cultivate willpower and develop the habit of accurate and steadfast fulfillment of their duties. Furthermore, young naturalists foster an interest in studying nature and in agricultural work.

Consider the painstaking labor young naturalists put in daily toward caring for houseplants, rabbits, and pigeons!

All this diverse daily work in the living corner is conducted independently. What a vast field for displaying initiative and creativity in animal care, visual aid production, etc.!

Mishaps and difficulties occur: a plant wilts or a rabbit falls ill, but all these difficulties are overcome with even greater persistence; young naturalists cultivate unflinching firmness in achieving set goals.

Club work holds great significance in developing research skills, inquisitiveness, curiosity, and love for nature in children. The young naturalist club lays a lifelong interest in natural sciences. It is no coincidence that many graduates of our school go on to natural science departments at universities and agricultural technical colleges.

Incidentally, according to feedback from higher education institutions, former young naturalists stand out during excursions and practical classes among other students due to knowledge acquired in the club regarding observation methods, practical skills, and ability to set up experiments.

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SOCIALLY USEFUL LABOR IN A RURAL SCHOOL

Years of experience in pedagogical work have led us to the conclusion that children involved in socially useful labor are more disciplined, have a more conscious attitude toward learning, and achieve better academic results.

In our staff, we repeatedly discussed the issue of the need to involve students in socially useful work, but for a long time, we could not find work that would simultaneously be interesting to children and captivate them. In the summer and autumn of 1943 and 1944, we went with the students to neighboring collective farms, helping them with weeding and harvesting vegetables. The children really liked this work. Observing them, we came to the conclusion that they were captivated by the pathos of collective labor, that while working, they were beginning to understand the role of labor in the life of Soviet people, were imbued with a love for labor and an awareness of the significance of labor in the socialist construction of our Motherland.

Participation in collective farm work undoubtedly had a beneficial educational impact on the kids. They knew that weeding had to be done thoroughly, that the well-being of the collective farm as a whole and of each collective farm family individually depended on this. They tried, in front of one another, to weed as best as possible. The students internalized,

seriously and like adults, that one could not fail to show up for work because everyone was going out, and they tried not to fall behind the group. If there were kids in the class who tried to shirk participating in helping the collective farm, their comrades explained to them the unseemliness of their action and drew them into their collective.

But as soon as the help to the collective farms ended, the children returned to their usual activities, and those ennobling feelings and thoughts that were awakened in them under the influence of collective labor soon smoothed over.

We needed to find a type of socially useful labor that would occupy the children for a long time and captivate them with its ultimate goal.

Once, the Bakovka Forestry, located a few kilometers from our school, approached us with a request to provide assistance in planting trees in the forest. The students eagerly responded to the forestry's request.

Older boys and girls, along with their class teachers, went to plant trees. Over the course of a week, they planted 60 thousand saplings and, happy and satisfied, returned to school, bringing with them a gift—saplings of acacia, linden, and maple, which were immediately planted around the school. Planting trees was also something the children enjoyed very much. They spoke with enthusiasm about their work and aloud dreamed of the time when the young forest would grow up. In the school during those days, all anyone talked about was tree planting. It was then that we decided to put into practice an

idea that had long arisen in our pedagogical team—the creation of a fruit orchard at the school.

We were prompted to this idea by a member of our party organization, an old Bolshevik and passionate gardener, Yevstafy Petrovich Ogiy, who cannot go unmentioned in our article.

Comrade Ogiy conducted extracurricular work in our school's biology club, instilling in children a love for plants and the land. "It is necessary that our entire country be covered with orchards," he used to say.

Yevstafy Petrovich enthusiastically told the students about the famous scientist-gardener Michurin, about wonderful Michurinist orchards, and about growing fruits.

In the early spring of 1945, the students themselves dug up the school plot and planted their first 30 apple trees and 50 cherry trees, as well as strawberries, raspberries, and currants.

The first experience of planting fruit trees did not go entirely smoothly for us. In the second summer, a large portion of the planted trees dried up and had to be dug out.

The students were very upset by this setback; however, they did not lose heart. The children were already gripped by a thirst for creative work and asked us to help them plant the orchard anew. We explained to the kids that when starting a new endeavor, one must always be ready to face difficulties and endure possible failures.

The students went to the nursery a second time for saplings. This time they obtained apple and cherry trees of good varieties

and good quality. In early spring on the school plot, work was in full swing. 400 teenagers took part in planting the fruit orchard, digging and loosening the soil, and planting saplings. This time, under the guidance of class teachers and senior Pioneer leader Comrade Glazunova, the students dug up 0.75 hectares and planted 120 apple trees, 150 cherry trees, 300 currant bushes, as many gooseberry bushes, and about 6 thousand strawberry and raspberry plants. You had to see with what seriousness and enthusiasm the children worked, and how beneficially useful labor acted upon them. Upon finishing the planting, they came to class glowing, full of consciousness that they had done an important deed.

As always, when children feel happy, they wanted to do everything well. They carefully checked their knowledge before classes and helped one another. Staying in the fresh air and physical work over several days had a positive effect on the appearance of the kids: they looked refreshed and strengthened.

Shortly after planting, aphids attacked the young trees. Gardener Ye. P. Ogiy told the students how to fight the pest. Whole classes went out to the plot after lessons and carefully inspected every tree, finding and destroying aphids. Then, on the advice of their leader, they washed the young plantings and sprayed them with a special solution that protected them from the further spread of aphids.

The trees grew well. Arriving at school, the children ran to take a look at their plantings. During the summer holidays, they regularly visited their "orchard," hoed between the rows, weeded, and watered the strawberries and raspberries.

The children's sense of duty intensified. This feeling, which is developed to some degree in every child regarding their school duties from the first day of attending school, now took on a new, public form. In almost every one of our young gardeners, a development of this feeling was observed; everyone reasoned approximately like this:

"By not going out to weed, one harms the orchard, and the orchard belongs to the school, it is public property, and if it is not weeded, it may perish." The kids came to school literally every day during the holidays and carefully tended to their plantings.

The gardener explained to the children that in the well located in the schoolyard, the water was cold for watering young plants. The children began to carry water from the pond, where it was warmed by the sun. They collected manure and peat, prepared fertilizers under the guidance of their biology teachers, and performed plant feeding in early spring.

Over the summer, our plantings grew significantly stronger. Autumn arrived. The children began to worry about whether the young trees would perish in the winter cold. The gardener taught them how to protect the orchard from frost. "Gather more fir branches," he said.

For several days, boys and girls carried fir branches from the forest. So that they would not ruin the spruce trees in the process, class teachers went to the forest with them. When enough branches were brought, children's voices resounded on the plot for a whole week until late at night. Every young tree was wrapped in fir branches, and every strawberry and

raspberry bush was covered with them. About 500 students took part in this work. Now they were calm, knowing that their plantings were reliably protected from the cold.

After completing the preparations for winter, the children walked around proudly and solemnly, pride shining in their eyes: they had accomplished a great, socially useful task, and the joy of labor warmed them. They knew that there was still much work ahead, that during the winter they would have to trample the snow around each planting twice to prevent mice from getting to them, but the work did not scare the students; they awaited it with joy, because they were all growing the orchard together...

In all the work we have described, the leading role belonged to the Young Naturalists' Club, whose members studied the theory of horticulture under the guidance of biology teachers Comrades Silayeva and Zuyeva. The young naturalists already knew, both in theory and in practice, how to prepare the soil for planting, how to plant trees and care for them. During mass work on the plot, the young naturalists guided their peers, correcting them if they did something incorrectly.

Throughout the entire summer, class teachers, Pioneer leaders, and the senior leader worked in the orchard together with the students. The example of adults worked very well.

Even in the spring, when we began to plant the orchard, our work became known far beyond the borders of the settlement. The thing was that in our school, besides kids living in the settlement of Choboty, children from Novo-Peredelkino, Lukino, Lazinki, Michurinets, and the Rasskazovsky and

Fedosyinsky collective farms studied. The children talked at home about the planting at the school orchard.

Many developed a desire to plant apple and cherry trees on their household plots. Over 400 children received saplings from the nursery and planted them near their homes. All the schoolchildren were gripped by the enthusiasm for gardening; everyone wanted to plant fruit trees and berry bushes near their homes. Students brought strawberry runners and offshoots, currant cuttings, and used them as planting material. The school helped them obtain apple and cherry saplings from the nursery. After some time, in all the settlements adjacent to the school, near the houses where the students lived, small fruit orchards were planted. We, the teachers whose living conditions allowed it, also planted apple trees near our homes.

Now a new task stood before us. In neighboring collective farms, they already knew that the students of Chobotovo School had planted an orchard and were cultivating orchards near their homes. The collective farms in our district, however, were engaged exclusively in vegetable farming, planting potatoes, carrots, and beets. Once, during a discussion about our district, one of the students asked the teacher a question: "Why don't they plant apple and cherry trees on the collective farms?"

At a regular general parent-teacher meeting attended by collective-farmer parents, we brought up the issue of planting orchards on collective farms for discussion. Then we traveled to the collective farms and spoke at meetings about our experience. Involving the collective farms of our district in orchard cultivation proved to be no easy task. They had been

engaged in vegetable farming for a long time, it was well established here, and brought the collective farms large profits; gardening, on the other hand, was a new endeavor for them, requiring a lot of labor. "And when will the profit from it even come?" said the collective farmers.

However, they could no longer remain on the sidelines of orchard cultivation. The boards of the Fedosyinsky and Rasskazovsky collective farms allocated plots for planting strawberries and prepared them, although the planting itself had not yet been carried out. In the Govorovsky collective farm, after our presentation at the meeting, the planting of strawberries began. A fruit orchard was also established at the Govorovo Primary School. In addition to the residents of the village of Govorovo, students from our school also took part in this work. This was a new stage in the life of the kids. They were helping their neighbors and viewed it as assisting the collective farm and school of their district, their region, their country. A noble sense of Soviet patriotism gave rise in the children to a desire to do as much as possible for other schools as well. They gained a broader and deeper understanding of the meaning of the great word—*Motherland*—learning in practice the possibility of their participation in helping it. In this new understanding and manifestation of Soviet patriotism for children, a huge role, in our opinion, is played by socially useful labor in school.

The children eagerly followed the planting of fruit trees in the district, rejoicing when they learned that collective farmers in another settlement had planted apple trees near their homes. They built new plans to expand the area of the orchards.

The Komsomol organization of our school held a rally of Pioneers from Chobotovo School with Pioneers from Kuntsevo. Our students talked at the rally about how they planted the orchard and cared for it. A lively discussion ensued among the children about saplings, strawberry runners, pests attacking apple trees, and so on. After the rally, students in several Kuntsevo schools planted apple trees on their school plots. On this ground, friendly relations developed between the students of our school and the Kuntsevo schools.

In the spring of last year, a district rally of Pioneers dedicated to gardening took place. 700 students attended the rally.

Observing the children of our school, we noticed how their horizons were expanding, how they were growing morally and strengthening under the influence of labor. Some teenagers who were considered mischievous at school and often received reprimands were now unrecognizable. They were captivated by the work, by labor; their interests were directed toward caring for the orchard, tending to it, and they became serious, purposeful, and disciplined. The topic of conversation among students was now frequently the orchard... How the kids' eyes light up when they speak of their already beloved endeavor, how much imagination, how many proposals for caring for the trees and berry plants swarm in every child's head! How full they are of the desire to pass on their experience to others! It seems they are ready to cover the entire country with orchards.

Gardening is spreading and growing in our district. In Novo-Peredelkino, Choboty, Lazinka, Lukino, and other settlements where back in 1944 there was not a single fruit tree, apple trees, cherry trees, and berry bushes are now planted.

Along with the expansion of gardening, the friendship between students across the entire district is growing stronger, as is the bond between our school and the collective farms in which we persistently strive to introduce gardening.

Friendly relations have always existed between Chobotovo School and neighboring collective farms. During the war years, collective farms helped our school and other schools as much as they could. And we, as best we could, helped the collective farms. During the war, schoolchildren worked on the Sukovsky, Tereshkovsky, and Govorovsky collective farms, getting accustomed to farm labor. The enthusiasm that children brought to the work was often passed on to the collective farmers. In Sukovo in 1942, there was a shortage of horses. The collective farmers grew despondent: how were they to dig the land? Our schoolchildren dug up 1.5 hectares of land with shovels, and then the collective farmers also took up shovels.

This past autumn, Chobotovo schoolchildren, by way of community assistance, gathered ears of grain left in collective farm fields after the harvest. They also gathered vegetables from 5 hectares of land.

Participation in collective farm labor introduces teenagers to the economy of our district and teaches them to take a more serious attitude toward the interests of their parents and their village. Now, having joined in helping collective farms plant orchards, schoolchildren know their district even better, and it becomes closer and dearer to them.

After the New Year, the students of our school will begin collecting fertilizers. We are preparing to apply fertilizers not

only to our plot, but also to the plots allocated for berry patches on collective farms. In the spring, we ourselves will plant the first berry patches on these collective farms.

At present, the kids are carefully checking whether the trees and bushes are well protected from the frost, and are preparing for the next district Pioneer rally, where the issue of expanding the orchard area in the district will be raised.

Our school plot also plays a major role in academic work. Biology teachers conduct experiments on growing various plants on the plot, study soil properties, fertilizer application, climate impact, and so forth.

In February 1947, the students of our school published an appeal to children across the entire Union in *Pionerskaya Pravda*: "Let's Decorate the Motherland with Orchards." This appeal sparked an enthusiastic response from children all across our vast country. From Turkmenistan, Central Asia, Azerbaijan, Byelorussia, and other places, letters poured into Chobotovo School from Pioneers, schoolchildren, and residents of children's homes, asking for information on where to get planting material, tools, and mini-libraries on gardening. The school received about 250 such letters.

Gardener Comrade Ogiy, class teachers, and members of the young naturalists' club meticulously reply to the letters, providing practical instructions on how to start gardening by planting berry patches and how to raise apple and cherry saplings in nurseries.

A small nursery has been established at our school, growing about 100 fruit and berry saplings.

Correspondence with other schools has expanded the students' horizons, making their understanding of a number of regions and territories comprising our country more concrete.

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The significance of socially useful labor for raising the younger generation is extraordinarily great. The experience of tree planting showed that teenagers who are engaged and captivated by work in the orchard study better. The majority of children who worked in the orchard are good students. There are many examples in the school where weak students, upon becoming enthusiastic about gardening, began to take their academic duties more seriously.

Participation in socially useful labor develops all the best qualities in teenagers, exerts a great influence on their moral character, strengthens them physically, and helps raise a morally healthy, cheerful youth. Gardening is only one of the fields where children can apply their strength. However, for rural schools, this is indisputably the best field.

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L. K. GOLUBEV

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EXPERIENCE OF LITERATURE CLUB WORK AT NOVOGIREYEVO SECONDARY SCHOOL, MOSCOW REGION

The socialist system established in our country as a result of the victory of the Great October Socialist Revolution provides Soviet citizens with unlimited opportunities for the all-round development of all their abilities, talents, and gifts, and demands a high level of development of the masses in all fields of culture.

That is why, in the sphere of educating the younger generation, the Central Committee of the All-Union Communist Party of Bolsheviks—VKP(b)—set before us the task: "to prepare all-round developed members of a communist society"[19].

If we turn to our existing organization of primary and secondary education, we will be forced to state that until now, insufficient attention has been paid to aesthetic education.

The school must exert maximum effort to broadly develop aesthetic education through all accessible means under any conditions. Undoubtedly, the broadest and most accessible path to aesthetic education is found in classes on creative literature in all its forms from grades I to X inclusive: explanatory

[19] Resolution of the CC VKP(b) of September 5, 1931.

reading in primary grades, literary reading in grades V–VII, and the history of literature in grades VIII–X.

"Soviet writers and all our ideological workers are placed on the front lines today, for under conditions of peaceful development, the tasks of the ideological front do not diminish, but rather grow, and literature comes first." And further: "Bolsheviks highly value literature, clearly seeing its great historical mission and role in strengthening the moral and political unity of the people, in rallying and educating the people." So spoke A. A. Zhdanov at a meeting of party activists and at a meeting of writers in Leningrad in his report on the journals *Zvezda* and *Leningrad*.

From this, it follows that everyone teaching literature must always remember the exceptionally great importance of this subject in the education and upbringing of a person, and build and direct their work accordingly. But this is already a question of literature teaching methodology, which goes beyond the scope of our topic.

For us, it is now important to note that even with the most conscientious attitude toward the task in the process of classroom instruction, the teacher is limited by specific curriculum requirements, time constraints, etc. That is why, alongside classroom work, extracurricular literature club work is of great importance, where everything can be built on the basis of the students' vibrant needs and take on diverse, vivid, and engaging forms.

Below, we will characterize the work of the literature club for students in grades VIII–X at Perovo Secondary School No. 6, Moscow Region (formerly Novogireyevo Secondary School).

Principles of Organization

Our literature club arose in 1934 and has always consisted, and currently consists, of students from all three upper classes (VIII –X) of secondary school. Because students joined the club while still in grade VII, they received the opportunity to participate in this organization over three years and, through active work, achieve very tangible results both in purely literary knowledge and skills, and in acquiring organizational skills.

The specified structure of the club always ensured our *unity and vibrant continuity* of all work. With the beginning of each academic year, we do not face the question of how to organize a literature club. While other clubs sometimes require a significant period for their organization, our literature club begins its work from the very first weeks of the school year. Finally, the principle of *continuity* allows us to view the literature club as an organization operating continuously, though changing in its personal membership.

The second principle underlying our literature club is the *voluntariness* of joining its ranks. The only thing we require of an incoming member is that they possess a definite interest in literature studies.

The third principle is the principle of *activity* of all club members. This means that every member of the club, upon joining, is obligated to be active and carry out one form of

practical work or another within it. The requirement of activity is a very serious requirement; it frees the club from random elements and therefore makes the entire organization solid and disciplined. Our experience has shown that with a thoughtful attitude toward the interests, inclinations, and abilities of each club member, it is entirely possible to achieve universal participation in practical work.

Topics of Work

Our club did not make the development of the students' purely creative interests and abilities the basis of its work—and, of course, not because we did not attach great importance to such work, but exclusively out of a desire to achieve the greatest benefit and the highest results in the literary development of a significant portion of the students. The experience of many literature clubs has shown that where a club is built exclusively on the creative work of students, it usually serves a small contingent of students, and its practical achievements are highly questionable, with the exception of a very limited circle of poetic talents; such a club does not satisfy or attract the student mass. That is why in our work, the main task was to organize the club in such a way that all its members would undoubtedly achieve tangible results in their literary development.

Proceeding from these considerations, we always built our work on existing artistic literature material, moving either along the line of in-depth study of curriculum material, or along the line of covering extracurricular reading material, or along the line of studying the historical development of literature. But in any case, when drawing up the plan for the

upcoming academic year, we subjected the question of the content of the club's work to broad discussion and resolved it jointly with the students, in accordance with their interests and desires. Naturally, the teacher can and must make the most expedient recommendations and stimulate the students' thought and will in the most useful direction, without, however, suppressing their own initiative or their full right to "self-determination" in this voluntary student organization.

The work of the club proceeded in various and diverse directions. There was a year when we studied the most important monuments of world literature, starting with Homer's *Iliad* and *Odyssey* and ending with the works of Shakespeare. Usually, however, we studied classics of domestic literature in detail: Pushkin, Lermontov, Turgenev, L. Tolstoy, Chekhov, and works of Soviet literature: M. Gorky, Serafimovich, Fadeyev, Sholokhov, N. Ostrovsky, Mayakovsky, and others.

Working over a more or less extended period on studying the work of a writer included in our plan, the club always strove to mark all kinds of memorable dates on the literary calendar by delivering episodic reports or organizing corresponding literary evenings. In this manner, anniversary days associated with the memory of V. G. Korolenko, F. I. Tyutchev, N. A. Dobrolyubov, and others were observed. A whole series of reports and literary evenings was held during the Pushkin days of 1937 in connection with the centenary of A. S. Pushkin's death. Work was expanded particularly broadly as part of the annual plan in the last pre-war academic year of 1940/41 on studying the creative heritage of M. Yu. Lermontov, in connection with preparations for the centenary of his death—

July 27, 1941. The club worked deeply and comprehensively on Lermontov for an entire year and held three large literary evenings on the topics:

1. Autobiographical Lyrics of M. Yu. Lermontov.
2. Main Motifs in the Lyrics of M. Yu. Lermontov.
3. Epic and Drama in the Works of M. Yu. Lermontov.

As a result of this extensive work, it can be said that the club mastered Lermontov's work wonderfully.

At the same time, the club took organized part in school-wide celebrations associated with major revolutionary holidays and memorable historical dates. In this regard, the club usually prepared its literary montage using Mayakovsky's poems *Good!* and *Vladimir Ilyich Lenin*; Blok's poem *The Twelve*; Soviet songs; and lyrical poetry.

Thus, the topics of work were determined by the interests of the students, educational and upbringing tasks, historical literary dates, and the requirements of the political education of students.

Forms and Content of Work

At the very beginning of the work, it seemed unquestionable to all of us that its effectiveness for the students depended entirely on the practical participation of each member; it seemed equally unquestionable that universal participation in the work was the necessary condition cementing the whole organization and making it strictly goal-oriented. But, as usually happens, when we began to distribute the reports outlined in the plan, it immediately turned out that far from everyone was inclined to

take on this work: some due to natural shyness before public speaking unfamiliar to them, others due to awareness of their as-yet-insufficient preparation. And, as usual, the reports were assigned to the academically strongest students, while a very modest requirement was presented to the rest (i.e., the main mass): to prepare for active discussion of the upcoming reports, i.e., to read the relevant material, think, prepare questions, etc. And it must be admitted that the first meetings of the club, at which student reports were presented, produced a very unfavorable impression with their passivity. It was obvious that to develop the endeavor, some adjustments and organizational corrections and changes had to be introduced.

Discussing the situation, we ultimately arrived at the idea of what might be called comprehensive aesthetic education, built on the basis of studying artistic literature materials.

What is the essence of this idea?

In the most general terms, our reasoning came down to the following conclusions: each member of the club will work with interest and growing activity if they perform work suited to their inclinations and abilities, if their work matches their strength, and if they find inner satisfaction in it. Some love academic, research-style work; others do not like or cannot do this, but will gladly undertake memorizing texts for artistic recitation; a third group loves and draws well; others skillfully execute graphic works; many possess musical and vocal talents, and so forth.

Having set ourselves the task of broadly involving all members in practical work, the club quickly outgrew the framework of

an ordinary club and transformed into a fairly complex organization, both in terms of quantitative membership and structure. If at the start of its work (in 1934) the club had 33 members, in the 1940/41 academic year it had over 100 people. For general leadership of the work, the plenary meeting elected a bureau of 5–7 people from among its ranks. The bureau elected a chairman, a deputy chairman, and a permanent secretary, and distributed various functions among all members. Based on decisions of the plenary meeting, the bureau drew up a semi-annual work plan and directed its implementation.

To participate in practical work, all club members were divided into sections on a voluntary basis; the leading role belonged to the section called the academic section. Its functions included developing and staging reports on the topics studied. Since we always considered the academic section to be the primary one, attendance at its meetings was mandatory for everyone, although practical work in it was mandatory only for its direct members. Preparation for delivering reports was mostly assigned according to the wishes of members, but sometimes by assignment. In order, on the one hand, to involve the maximum number of members in practical work and, on the other hand, to ensure active debate on the report, two opponents were appointed for each report, whose duty included offering critical assessment of the presentation among the first speakers during the debate; these speeches favorably influenced the audience, drawing other comrades into the discussion of the report.

A correspondent was obligatorily appointed for every meeting, who was required to make observations and notes in order to later write a short feature for the wall newspaper.

We usually concluded the study of each writer with a large literary evening; therefore, when planning our work, from the very beginning we provided for the program of the literary evening, which presupposed lengthy and comprehensive preparation. First of all, we outlined material for memorization and preparation for artistic recitation; it was passed to the so-called stage section, which distributed it among its members and conducted special sessions to analyze individual works and their artistic performance.

In organizing preparation for artistic recitation, we provided broad explanations of a theoretical nature regarding the conditions for expressive, artistic delivery, and especially emphasized the need for a full understanding of the studied text —in terms of its creative history, general idea, individual thoughts, mood shades, and lexical material. Following this interesting and accessible path, the student delved into the creative psychology of the writer or poet and worked conscientiously and productively, finding deep satisfaction in it. Students quickly became convinced that it was impossible to expressively perform works that were insufficiently understood, and realized what great ideological and emotional power is revealed to us as a result of persistent, thoughtful work on a text.

In addition to its direct impact on the depth of literary knowledge and the related ideological-educational influence,

the stage section significantly contributed through its work to developing student speech and difficult public speaking skills.

We managed to cultivate this type of work to such an extent that when distributing material for upcoming study, we never encountered a shortage of performers; on the contrary, we often could not satisfy all those wishing to participate within the limits of the selected material. The memorization itself was so easy for the students that they willingly learned texts of considerable volume, such as whole chapters from the novels of L. N. Tolstoy.

However, work in the field of artistic recitation presupposes certain talents that far from all students possess. We had to seek new paths and opportunities to utilize the creative forces of the students.

Without much effort, we discovered that in our collective there were students who loved and knew how to draw. So we set about establishing the work of a new section, which we called the art section.

What did the art section actually do?

We tasked the art section with the artistic design of the literary evening. Student artists created portraits of writers and illustrations for their biographies and works. All of this provided us with an interesting exhibition, which we timed to coincide with the literary evening and displayed on the walls of the room where the literary concert was held. In this way, we achieved a thematically meaningful design of the space, so that any visitor arriving at the evening was drawn into a sphere of specific concepts and moods by the entire atmosphere before

hearing a single word. For instance, during the above-mentioned Lermontov evenings, we had on display a large portrait of Lermontov in India ink, watercolor paintings based on the poems *The Sail*, *The Pine*, *The Clouds*, and *Three Palm Trees*, illustrations for the novel *A Hero of Our Time* (Kazbich riding away on a horse with the abducted Bela; the duel scene between Pechorin and Grushnitsky), illustrations for the poem *Mtsyri* (Mtsyri's confession to the old monk; Mtsyri's fight with the leopard), a scene of the fistfight from *The Song of the Merchant Kalashnikov*, and other graphic material.

Let us turn to the question of guiding the work of student artists, the very nature of their work, and its significance. The general work plan of the art section on a specific topic was developed at bureau meetings in strict accordance with the general plan of the club as a whole. We, of course, did not forbid students from copying recognized illustrations by famous artists, but preference was always given to original drawings, and we tried to stimulate the students' own creativity. Of course, this was no easy matter. To help our young artists in their creative work and give them the right methodological orientation, we conducted special classes on the methodology of illustrative drawing. Particularly valuable in this regard was a presentation by the artist A., author of many illustrations for literary editions. He set up an exhibition for us of his illustrations for Saltykov-Shchedrin's novel *The Golovlyov Family* and spoke in detail about how he worked on creating these paintings and how one should generally work in the field of creating original illustrations. As a result of the presentation, it became an elementary truth for every student artist that to create an illustration for a literary work, mere desire or high

skill is not enough; a very thorough, thoughtful, and detailed study of the literary material to be illustrated is absolutely necessary. The students realized how complex the art of portraiture is, where verbal representation is often not given all at once, but composed from a series of statements across various parts of a work, not to mention that a portrait drawing must be psychologically justified, historically accurate, etc. The students understood that even simple narrative drawings require careful work on the text. For us, this was especially important because a student artist, wishing to create an original illustration, had to work on literary material with the same thoroughness as those preparing an artistic recitation. Consequently, student artists worked on literary material and served the overall goal of the literature club through their own means.

Directly connected and adjacent to the work of the artists was graphic work, sometimes executed by artists, but more often by students who excelled at drafting, though draftsperson-students often did not know how to draw. They were given special assignments. For example, draftspersons executed a graphic diagram for M. Gorky's novel *The Artamonov Business* and Saltykov-Shchedrin's novel *The Golovlyov Family*. Both diagrams reflected the structure of the novels and the characterization of the main personages. There were also works of a mixed type combining graphics and drawing; thus, we developed and executed a diagram of A. Blok's creative path, where a characteristic drawing accompanied by a relevant quote was provided for each period. Finally, the same draftspersons created posters featuring literary quotes, tables reflecting the life and creative path of a writer, captions for

paintings, and so on. For every literary evening, a corresponding poster and small hand-drawn programs were prepared, which were often distinguished by small but interesting sketches.

The fourth section, small in number but permanently operating, was the editorial board, elected at a club meeting. The main work of the editorial board was publishing the wall newspaper. Issues were usually timed to coincide with literary evenings. The newspaper mainly reflected the life and work of the club, marked memorable dates on the literary calendar, conducted a literary quiz, and had a humor column. During the period of work on Lermontov's writings, the editorial board issued a special monthly *Bulletin*, each issue of which was supplied with a appropriately selected drawing and aimed to reflect the poet's life for that month. In this way, the entire last year of the poet's life was reflected month by month in the bulletins with sufficient thoroughness.

All the sections listed so far were permanent in nature, but alongside them, other sections or types of work periodically existed within the permanent sections. For instance, we attempted to set up a creative section aimed at developing the students' own literary writing. To this end, V. I. Taut, a literary consultant from the Moscow Regional House of Artistic Education, was invited to an organizational meeting. He conducted a large and interesting discussion on various issues regarding work on poetry; unfortunately, however, we could not find a permanent leader within our teaching staff going forward, so the section could not develop its work broadly or cement this very useful endeavor.

Within the stage section, musical and vocal work was conducted for the most part, directly led by music teacher M., a person with special musical education. In cases where the studied material allowed it, we had a choir ensemble that prepared performances for literary evenings under the direction of Comrade M. For instance, when preparing for Lermontov evenings, the choir rehearsed and performed pieces such as *The Sail*, *The Dream*, and *I Go Out Alone on the Road*. Sometimes one of the students' mothers, an opera singer, took part in our work; at the Lermontov evening she performed romances set to Lermontov's words, and at Pushkin evenings, various opera arias and romances. Our concert programs also included melodeclamation items and standalone musical performances (piano). All of this greatly diversified and aesthetically enriched our literary evenings.

Episodically, we also conducted theatrical work. At an evening dedicated to Chekhov's works, we staged the play *The Anniversary* and our own dramatizations of several stories: *The Malefactor*, *A Tangle*, *The Guest*, *The Diplomat*, *The Man in a Case*, and *An Incident in Practice*. At an evening dedicated to N. A. Ostrovsky, we included short scenes in the program reflecting the psychology of philistines during the Civil War, based on the novel *How the Steel Was Tempered*. The most interesting and simultaneously most labor-intensive, yet most fruitful, was the work on staging scenes from Mayakovsky's play *The Bedbug*, which required extensive effort not only from the actors, but also from the artists, who created their own stage sets for it. We staged this play several times with constant success.

The Great Patriotic War interrupted the work of the library section, which had only just begun its existence. The idea of organizing library work was prompted by life itself. In the summer of 1940, the club participated in a review of school artistic amateur performances at the Gorky Central Park of Culture and Leisure, where we displayed our drawings, posters, notices, and photos on three display stands. As a result of the review, the club was awarded a diploma and a small library from the Moscow Committee of the All-Union Leninist Young Communist League (MK VLKSM). At the meeting closest to this event, the club decided to open its own reading room at the school, taking measures to systematically replenish it by collecting old books and acquiring new ones. This good initiative was soon joined by the idea of organizing a methodological corner for Russian language and literature. The club energetically set to work and began serving all students in grades VIII–X. Unfortunately, the war cut this work short. Currently, the club has set about re-establishing it. In any case, our modest experience convinced us of the vitality and expediency of having the club's own reading room.

We have already mentioned that work on the writings of any writer or poet usually culminated in a large literary evening or was accompanied by several evenings, as was the case with Lermontov's work. Literary evenings took on the character of a major celebration in the life of the school.

The evening's program as a whole, and every individual item in it, possessed a single thematic and ideological focus, where everything was goal-oriented and nothing was accidental or presented merely for entertainment.

The beneficial influence of such evenings extended far beyond the student body itself. For every literary evening, we invited not only all teachers from neighboring schools, but also a significant group of parents and local citizens who loved literature; the school always received gratitude from its visitors.

Frequently, the literature club took its concerts outside the school and repeated its program at the club of the Central Communications School and other venues, thereby expanding the scope of its public work and cultural-educational influence.

If we want to achieve proper organization of aesthetic education in secondary school, the external, material conditions under which it takes place are by no means a matter of indifference. Since we are talking about extracurricular, voluntary work by students, care must be taken to ensure that the school attracts students with its whole environment: normal room temperature normal electric lighting, good decor, and the availability of an auditorium and a small stage—all of this is of great importance. Musical and vocal work requires the school to have at least a piano and a gramophone; we used the latter to listen to artistic readings by our best performers, hear various opera arias, etc.

Funds are also needed to purchase gramophone records, paper for drawing and drafting, makeup, etc.

However, material prerequisites alone do not determine success. Personnel are the main and decisive factor. The ideal combination of forces, in our view, is when other literature teachers, a drawing teacher, a music instructor, and a drama

specialist work alongside the club leader (a literature teacher), provided they not only know their trade, but love it, and work in full mutual contact.

A broad, comprehensive system of organizing a literature club presupposes, as an essential condition, the detailed and thorough development of a work plan for the academic year or semester. The plan ensures the distribution of forces, coordination of all elements, project deadlines, and, consequently, the timely achievement of goals, deep inner satisfaction, and the success of all work.

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CLASS TEACHER,

CONTENT, ORGANIZATION

AND METHODS OF HIS/HER WORK

O. V. PYLAYEVA

Class teacher of a boys' secondary school in the town of Noginsk, Moscow Region.

CLASS TEACHER

(From work experience)

Two years ago, I took over the leadership of a V grade class in a boys' secondary school in the town of Noginsk. For many years I have been doing this work, but when taking on a new class, one always thinks... A class teacher must know the class he takes on. Without this, working with them is unthinkable. Initial acquaintance with the class is helped by studying characterizations compiled by the primary school teacher, and conversing with her about each pupil. The characterizations were studied by me. The teacher spoke of the class quite well —there were no disorganizers in it. However, after a few days, teachers began to state to me that the children make noise during lessons and interfere with work. I pointed this out to the children. They declared that they speak quietly. But in reality, they did not know how to speak quietly at all, since from Grade I they were accustomed to speaking too loudly.

I cannot fail to address this shortcoming of some teachers who believe that in class one must speak loudly. This is incorrect. Those teachers act more correctly who speak in lessons in an even, calm voice, without raising it. An excessively loud teacher's voice accustoms children to speaking unnecessarily loudly as well.

I made a note of this shortcoming of the children, which I had to fight against.

A few days later, it was announced to the children that a special lesson was being arranged at which they would learn how to sit and behave in class.

In the first minute, this caused bewilderment among the children. Voices were heard: "But we are already in Grade V. It's in the first grade that they teach how to sit..." — "No, you too do not yet know how to behave in lessons as a Soviet schoolchild ought to," I noted.

Such a lesson was indeed conducted. Having explained in a few words that pupils should not talk in class, should be attentive to what the teacher says or what a pupil answers, I suggested they sit down in such a way that complete silence fell in the classroom.

Whispering stopped. I listened carefully.

— "I don't like your silence. Someone is sharpening a pencil. Right now there is no need to do this. If you make noise, the teacher won't be able to work with you."

Complete silence fell.

— "Well, now... Now it is quiet. But many of you are not listening, are inattentive, are engaged in extraneous matters, are not looking at me. Here, for example, Grisha and Volodya."

The boys admitted that they had indeed been inattentive...

— "No, no... The lesson cannot begin, it is not yet quiet enough." (And the class grew quiet.)

Thus were the children trained to maintain silence in class.

— "Why are your notebooks not prepared? Come on, get ready! No, not everyone is ready yet..."

In the class, a whisper... Who is whispering?

Over two to three weeks, we conducted several such practice lessons. In Russian language lessons, which I taught, there was already good discipline, but statements from teachers that it was noisy in the class continued to come. There was such a case: one of the teachers several times stated to me about noise in the class and poor behavior of the pupils. I had to tell the children about this. "Why, N. N. didn't make a single remark to any of us, we probably didn't behave that poorly... And now complains..."

Some teachers, coming to a lesson in Grade V, counted on meeting fully disciplined pupils. Meanwhile, essentially, in Grade V, particularly serious educational/upbringing work must be conducted with children, instilling in them a conscious attitude toward their school duties. In this large and difficult work, teachers must walk hand in hand with class teachers.

Visiting lessons in arithmetic, geography, and other subjects over several days, I became convinced that the pupils' progress was poor, homework was—at least for half the children—prepared carelessly, untidily, and oral assignments were poorly learned. Pupils often arrived late for lessons. These were the results of insufficient work by the primary school teacher with the class, who had not accustomed the children to neat and thorough preparation of homework assignments.

Attending lessons of one teacher or another, I studied the pupils. There two were whispering, here laughter broke out, from there a prompt was heard, but the teacher made no remarks to the pupils. I also studied the children during recesses: who plays with whom, who influences whom, and so on.

Pondering how to improve discipline in the class, I came to the conclusion that serious attention needed to be paid to the friendship among the pupils, and my own corrections needed to be made to it.

Schoolchildren's friendship! This is a question that should not pass by the class teacher. Having taken a class, from the very first days of work he must closely observe who is friends with whom. What binds friends: common school interests, joint work on problems, essays, public interests?

Shura P. and Vova Ch. live on opposite sides of town, but they visit each other to solve math problems together, in which both are keen. Two other boys are bound by public interests: both are Pioneers and together produce a wall newspaper. Such friendship should be encouraged and set as an example to other children.

But what binds Gavryusha U. and Zhenya D.? They became friends with boys who fell away from school and spend many hours on the street. They study poorly. It was clear that in such a "friendship" it was imperative to intervene and try at all costs to stop it. To do this proved not easy. Who could prevent the boys from playing together during recesses, meeting after school? Regulating pupils' friendship by a class teacher is an

extremely difficult task, requiring much thoughtfulness and tact.

One of the measures that had to be resorted to was the seating arrangement of the children at desks.

Volodya K. is a very fidgety boy, distracted all the time, drawing something, inattentive. He cannot sit together with M., because M. is also extremely undisciplined. Therefore, it is better to seat Volodya K. with Shura V., who, although less capable than Volodya, sits quietly in class and listens attentively. Volodya will have no one to play tricks with, and he will "pull himself up".

Kolya Zh. is a thin, sickly, sluggish boy. He needs to be separated from his neighbor, who is excessively noisy and interferes with Kolya.

Pondering how to correctly seat the children, I took into consideration their temperament, discipline, ability to behave in a collective, and level of development. Alongside a strong student, I tried to seat a weak one and made sure that the strong one helped the weak one.

When attempting to reseat one boy or another, one often meets objections and requests: "We want to sit together".

One must delve deeply into each individual case and, if necessary to reseat children, firmness must be shown in this.

However, reseating the children alone could not resolve the issue of "friendship," which often went to the detriment of the "friends".

I began to pay closer attention to the children's inclinations and study their interests. Here Kostya K. is building a radio receiver... What if I try to bring Gavryusha closer to him, interest him in radio technology? This should distract him from Zhenya, with whom he is connected only by the street.

I turned to Kostya and suggested he give a small report to his comrades about his work with the radio receiver. Kostya brought his receiver to school, and after lessons we stayed behind. Many pupils took a lively interest in Kostya's experiments. Observing Gavryusha: he sat close to Kostya and did not take his eyes off him.

The next day I gave Gavryusha a popular booklet on radio receivers. Kostya, at my request, called Gavryusha over and tasked him with winding a coil... In the end, Gavryusha became interested in radio engineering, became friends with Kostya, fell away from Zhenya, and began to study better.

Days went by, and classes proceeded. With each passing day, I learned more and more about the pupils; they became closer to me. Often a question arose before me: Do I know every student? I wanted to know them more deeply, study each one so that his whole life was clear to the end. One of the methods for studying the schoolchildren was a proposal for them to write a letter to the class teacher, in which they would talk about how they live, who they wanted to become, which heroes of books they had read they loved most of all, and how they viewed studying and completing homework assignments.

The children's letters gave me rich material for studying their inner world and helped me approach questions of educational/upbringing work more correctly.

"When I am scolded often," wrote one boy, "I begin to study even worse. Why—I don't know myself... I want to improve, but it comes out worse."

This letter as if confirmed the correctness of my method of encouragement. I consider constant nagging, reproaches, and threats to be wrong. Sometimes a small praise stimulates a pupil and makes him "pull himself up".

Another boy wrote: "At home nobody checks whether I did my homework or not. Sometimes you forget, and remember when you are already going to bed."

A lack of attention to children in some families should compel the class teacher to pay special attention to these children.

I keep notes on these children for reference. I try, as the saying goes, not to take my eyes off them.

But there were letters of another order.

"I would like," wrote student V. K., "for the motto of my life to be the words from V. Kaverin's novel *Two Captains*: 'To strive, to seek, to find, and not to yield'. But homework is sometimes boring to do."

Another boy in his letter reported: "What about homework? That's not the most important thing in a person's life. Here, a strong impression was made on me by *The Story of a Real Man*. I haven't chosen a profession for myself yet, but I have firmly decided that I will be a 'real man'."

B. Zh. wrote: "I want to share with You my thoughts on P. Korchagin, before whom I bow. This is a real Soviet hero from whom we all should learn... As for homework, I don't really like it..."

Having familiarized myself with the children's letters, I gathered the pupils after lessons and said: "You write that you want to be like Meresyev, Oleg Koshevoy, Pavel Korchagin, but you don't do your homework, and don't understand how important it is for you to do homework assignments. If you want to know, for a schoolchild to be disciplined, study well, and help comrades—that is what it means to be a 'real man'."

It must be said, these words did not reach the pupils right away, simple as they might seem at first glance. Only much later, after extensive educational work was conducted, did they remember this conversation. Only then did they understand what the class teacher demanded of them.

The children's letters focused my attention even more on academic performance and forced me to fight particularly energetically for improving the quality of learning. At the beginning of the school year, there were many underachieving students in the class; work had to be done with each of them individually to achieve a more serious attitude toward completing school obligations. Attending lessons of other teachers, I noted who was weak in what, and then clarified the reasons why the boy was unable to answer the teacher's questions.

Here Vitya Ch. answered poorly in algebra. After lessons, I talked with him. The boy lives alone with his mother, who is busy at work all day. There is no supervision of Vitya.

I appealed to the teacher with a request to provide Ch. with individual assistance, and an hour was assigned for lessons with the boy. Now I needed to observe so that neither teacher nor pupil missed lessons. Learning of Ch.'s situation, other teachers also began to pay more attention to him. The boy began to study better. I frequently checked his homework and asked about the assigned tasks.

There were several people like Ch. in the class—mostly children who lost their fathers during the Great Patriotic War and lived alone with a working mother. I tried to pay special attention to each of them.

Particularly great attention was paid by me to checking homework completion. Arriving in class half an hour before lessons began, I checked how the pupils had prepared their homework assignments. Today the notebooks of 5–6 pupils are looked over, then they are questioned; tomorrow other 5–6 pupils are checked, and so on. I looked over the records of assigned lessons in the gradebooks. If a student had not written down the homework assignment in the gradebook, I suggested he do so immediately. If a student had not prepared the homework assignments, I kept him in class after lessons and he prepared them. At the same time, I was always present myself and personally monitored that the work was carried to completion. In Grades V and VI, it is desirable that the class teacher be able to check and actually check the pupils'

completion of assignments in any subject, regardless of what subject he himself teaches.

The study of the pupils showed that non-completion of homework assignments and the resulting falling behind were mostly the consequence of indiscipline, inability to work, and lack of supervision at home over the pupil. It was necessary to accustom the children to consciously fulfill their obligations. Often for this, coercion had to be resorted to. If the class teacher is persistent and purposeful, pupils very quickly become convinced that it is useless to evade doing homework at home—they will still be made to complete it in class after lessons.

From the very first days of class leadership, I set as my task instilling in pupils a quality so ennobling to Soviet people—love for labor. It was necessary to teach pupils to prepare homework assignments not out of coercion, but to instill in them an understanding of the necessity to work.

Extracurricular work plays a large role in fostering a love for labor and a conscious attitude toward fulfilling one's duties. The children's letters, which revealed an incomprehension by many of them of the importance of homework assignments, prompted me to organize an extracurricular session on the topic of the socialist attitude toward labor. Two or three boys were assigned to memorize excerpts from the description of Oblomov's childhood, others—to select materials from newspapers about famous Stakhanovites, listen to and record broadcasts about them on the radio.

This preparation greatly captivated the children. Every day they brought clippings, enthusiastically announcing: "Look, in the Donbas a famous miner extracted so much coal, etc."

When many such facts had accumulated, we held an extracurricular meeting. The boys read excerpts from Oblomov's biography. The class laughed. Exclamations were heard:

— "What a slacker! He just wants to lie on his side... But that's boring!"

Then pupils read newspaper clippings. In Kazakhstan, collective farmers obtain high yields. Residents of Leningrad rebuild homes destroyed by the Germans through their own efforts after work. In Ukraine, hundreds of schools have been built and restored.

— "Look how they work!" the boys exclaimed with genuine admiration. "They aren't lazy to restore houses, and even after work. Oblomov could learn a thing or two from them!"

I gave the children a chance to speak as much as they wanted. They reasoned soundly, laughed at Oblomov and his parents who did not teach him how to work. They admired workers producing multiple quotas, collective farmers obtaining high yields.

Impressions from this extracurricular meeting stayed with the pupils for a long time. Even the most undisciplined ones began to take completing homework assignments more seriously. The boys themselves reminded their comrades: "Look out, don't end up like Oblomov!"

Arriving at school, pupils hurried to show their notebooks to the class teacher: "Olga Vasilyevna! I did everything that was assigned. Look!"

In the instructional-educational work of the class I led, extracurricular activities played a very large role. However, before talking about them, I would like to share the memory of one incident that showed how seriously a class teacher must approach conducting extracurricular activities with children.

Once, Lenya G.'s mother came to complain. The boy had gotten into a fight and tried to beat her and his grandmother. After lessons, I kept Lenya and began telling him how badly he was acting. The boy stood silently before me, looking out the window. By his eyes, it was clear that my words were not reaching his heart.

Then a decision was made by me: to organize an extracurricular meeting and talk about how one should treat one's mother and relatives. Such a meeting took place. I dwelt in detail on the question of how badly pupils act when they are rude, do not listen to mothers, or raise a hand against an old grandmother.

Suddenly a voice was heard:

— "Olga Vasilyevna, when will you read us interesting books? You promised."

It became clear that dry edification addressed to pupils does not achieve its goal and cannot serve the cause of education/upbringing. It became clear that in holding an extracurricular meeting without preparation, I had made a mistake. The conclusion suggested itself: one must prepare for

extracurricular work no less seriously than for lessons; one must deeply, thoroughly think through its content. It was decided to organize an extracurricular session on the topic "Mother in a Person's Life Path". Children were assigned to clip various cases from newspapers about mothers helping their sons, and in general Soviet soldiers; materials were selected from the biographies of V. I. Lenin and I. V. Stalin regarding their relationships with their mothers, excerpts from Gorky's novel *Mother*, a story about the relationship toward his mother of Oleg Koshevoy from A. Fadeyev's novel *The Young Guard*. The boys learned poems and excerpts of literary prose, reading them with feeling and emotion. The session went lively and interestingly. A special impression was made on the boys by the story of Oleg Koshevoy's relationship with his mother, whose image is close and dear to every Soviet schoolchild.

When the session ended, Lenya G. came up to me and, embarrassed, said: "I won't hurt mom and grandma anymore..."

To carry out educational work, one must constantly, daily engage pupils in our diverse Soviet reality, make them participants in it, and develop activity and initiative in them. Extracurricular work is a powerful helper to the class teacher in this matter.

The main form of extracurricular work I use is meetings and conferences. I try to bring the content of work at these meetings closer to the study material. The orientation of extracurricular work is the upbringing of Soviet patriotism. This topic was developed in literature lessons; we continued it in extracurricular sessions, where, after thorough preparation, we held a series of reader conferences on the topics: *The Story*

of a Real Man by B. Polevoy; excerpts from Fadeyev's novel *The Young Guard*; excerpts from B. Gorbatov's novel *Unsubdued*;

Two Captains by Kaverin; *The Fourth Height* by Ilyina. Preparation for the conferences captivated the whole class. Usually we read the named works aloud, then the boys were given assignments—for example, one to prepare a story about Meresyev's days of wandering in the forest, another—in what way Meresyev's willpower was manifested, a third—what *The Story of a Real Man* teaches Soviet people, etc. Gathering together with the class teacher for a reader conference, pupils made reports on the topic outlined for each of them. Then remarks and debates began. Reader conferences played, in my view, a major role in the overall development of pupils and contributed to strengthening their knowledge. Teaching literature, I had the opportunity to observe how much richer classroom essays became after reader conferences.

Individual extracurricular sessions were devoted to talks about fulfilling the post-war Stalin Five-Year Plan, stories about Heroes of Socialist Labor. To select materials for these sessions, the newspaper *Pionerskaya Pravda* was used. Pupils made clippings from the newspaper on the designated topic, pasting them into a special notebook. Several pupils were given the assignment to prepare a report on one small section. Assignments to prepare presentations were given not only to strong students, but also to weak ones, who usually prepared them with the help of strong students. Both presented. By allowing weak students to speak, we thereby stimulated them in their work, reinforced in them a sense of faith in their own

strength, and fostered a sense of responsibility to the class. Of course, these presentations were mostly quite primitive, but nevertheless, they played a large educational role.

Extracurricular work in Grade VI, which I led in the 1947/48 school year, ended with pupils, under my supervision, preparing an album dedicated to the topic "Motherland," in which portraits of writers were collected, starting from Lomonosov and ending with Soviet writers, as well as their statements about the Motherland. As an epigraph to the album, they took Gorky's words: "Love your second mother—the mighty socialist Motherland".

Work on selecting material for the album and making it captivated the whole class. Every day children brought clippings of portraits of writers, carefully and beautifully wrote out their statements about the Motherland, and displayed purposefulness in carrying the started task to the end.

In extracurricular sessions we also developed topics dedicated to Soviet morality, the attitude of the collective toward each of its members, and the attitude of each student toward the collective. Let us note, for example, such a case. In the class there was one very untidy boy, Kolya Z. To all demands of the class teacher to keep his suit, hands, books, and notebooks clean, he answered with promises to improve, but did not improve.

We held a conversation about neatness and cleanliness, toward which pupils, at the suggestion of the class teacher, wrote short essays on the topic "The Value of Cleanliness and Neatness in Collective Labor". Some pupils wrote about how a worker,

working in dirt, produced bad parts; others—how children in class made sure everything was clean and neat. We gathered for an extracurricular session; the children read their essays, then began to speak. The class teacher offered a thought: "What if we assign Kolya to monitor the neatness of others?"

Voices were heard: "Let's elect Kolya responsible for the sanitary condition of the class!"

Kolya, elected to the sanitary commission, began to monitor himself; his appearance, books, and notebooks became unrecognizable after some time.

At an extracurricular session, we developed the topic "Comradeship and Friendship," for which we used "Unfinished Story" by Shneider printed in *Uchitelskaya Gazeta*. Each of the pupils gave it his own ending. This work showed the boys' ability to think, their inner honesty, and their capacity for friendship.

A class teacher attentively and purposefully used for educational extracurricular work everything provided by rich Soviet reality—industry, agriculture. I never miss an opportunity to remind pupils that in the future they can become heroes just like the Heroes of the Soviet Union or Stalin Prize winners, and I don't forget to remind them that the path to public activity lies through learning, constantly showing children through examples that our country is the best country in the world —

The chairman of the pupil committee turned to me with a request to allow a meeting to discuss Mitya K.'s conduct. At the meeting, the pupils on behalf of the class demanded that K.

behave in a restrained manner during lessons and stop shouting and laughing. K., embarrassed, stood before the class.

— "We are fighting for our class to be a good class, and you interfere. Do you understand?"

— "I understand... I won't act like that anymore," K. stated at the meeting.

Under my leadership, once a week, pupils who had misbehaved during the week or received bad marks were held accountable before their comrades at class meetings. The boys asked them questions.

— "Why did you get a 'two' [failing grade]? Didn't you understand the problem, why didn't you ask for help? You know that comrades help those who fall behind; speak up another time when you don't understand."

Here a boy who violated discipline, red and agitated, stands before a group of comrades. In a friendly form, but openly and directly, they tell him about his misdeeds and ask questions. He answers.

Thus, in the class collective, pupils are trained in critique and self-critique—an effective method for educating a Soviet person and overcoming shortcomings.

In the success of educational/upbringing work, a large role is played by Pioneers. Under the direct supervision of the class teacher, a Pioneer detachment works in the class. The class teacher helps the leader draw up a work plan, carry it out, and is present at gatherings, constantly reminding Pioneers that in class they must be an advanced detachment. And indeed, my

Pioneers fight for the quality of learning; almost all are good and excellent students. If a Pioneer gets a 'two', it is a whole event in class; the detachment takes him under its supervision, provides help, and ensures that he improves. Working with the help of the class teacher, the Pioneer detachment unites around itself the rest of the pupils who are not Pioneers, produces wall newspapers together with them, and prepares for revolutionary holidays.

The class teacher must strive to ensure that the Pioneer tie worn by Pioneers truly serves as a symbol of the victorious Bolshevik banner for them, so that children wearing the red tie are truthful, honest, courageous, love their Motherland, and are proud of it. Much attention is paid by me to fostering honesty in children. There was, for example, such a case: student V. stated that a valuable book of his had gone missing. The monitors asserted that no one had entered the classroom during recesses except them. I posed the question such that if the book were not found, the monitors would be held accountable. The next day V., with tears in his eyes, embarrassed and agitated, admitted that he was mistaken, thinking he had taken the book with him to school, but it turned out to be at home. He asked the class to forgive him.

Many pupils were indignant: "Didn't check, and already declared a theft!"

— "I knew it would be very unpleasant for me when I declared my mistake," the boy told me, "but a Pioneer and a Soviet schoolchild in general cannot act otherwise."

In connection with this incident, having selected interesting material, we held a talk on truthfulness and the ability to look unpleasantness straight in the eye.

Great attention in educational work is paid by us to the pupils' attitude toward socialist property.

It used to be like this: they would come to a clean, well-repaired school, and after a few days the walls were dotted with dirty spots, scribbled over with inscriptions, and desks were scratched with knives. This no longer happens in our school. We finished the school year in clean classrooms; the corridors looked as if newly repaired.

The necessity of a careful attitude toward state and public property is daily instilled by us into the minds of pupils. Every class teacher strives to have pupils themselves monitor classroom cleanliness and stop those who damage school property. There was such a case. At the beginning of the year, shortly after repairs, pupils in my class accidentally spilled ink on a wall. There was no need to look for the culprits. Two boys stood up and embarrassedly declared: "We were wrestling and accidentally bumped the inkwell. We will fix everything ourselves."

The next day, these boys brought the necessary material and touched up the wall.

All those reasonable demands made by a class teacher on pupils must be supported by teachers of both that class and all other classes. Without this, the educational work of the class teacher will be very difficult. Unfortunately, we do not always

succeed in getting all teachers to support our demands. For example, it is not easy to accustom schoolchildren to fulfill the "Rules for Pupils". I demand that upon a teacher entering the classroom, pupils stand up and politely greet him. I attach all the more importance to this because such a greeting to the teacher is usually associated by pupils with a moment of transition to composure and concentration, so necessary during a lesson. I had, for example, to repeat "the teacher's entry into the classroom" to accustom the children to meeting him as required.

— "No... That's not how teachers are met. Some jump around the class, others stand by the door. I will step out, and you meet me as a teacher ought to be met..."

Unfortunately, not all teachers participate in this work; some of them pay no attention to pupils' behavior in class and thereby complicate the educational work of the class teacher.

In the process of instructional-educational work, the question of the family inevitably arises before us. If a boy studies poorly, is undisciplined, lazy, and doesn't know how to work—how do his parents view all this? The noble goal before us—to raise honest, noble people, devoted to the Motherland, placing its interests above personal ones—forces us to seek communication with families. The connection between school and family is the guarantee of our work's success.

At first, upon taking the class, I visited the families of almost all my pupils, got acquainted with them, and studied them. Studying the family also proceeded through the pupils. A boy is dressed neatly, cleanly, smartly, polite. Books and notebooks

are in order, homework is done, he studies reasonably well. In everything, the positive influence of the family is felt.

A boy is untidy, buttons torn off, shirt poorly tucked in, hands and neck dirty, books and notebooks tattered, movements sharp. Behind this boy there is no appropriate supervision at home; he has no workspace, does homework haphazardly, in a rush, on the edge of the table. He is not accustomed to order.

We planned to convene a parents' meeting. With the help of the best students, invitations were written indicating the topic of the report at the meeting: "On Joint Work of Teachers and Parents".

Parents of all students attended this meeting. Having heard the class teacher's report on common tasks facing the family and school, parents began to speak. Many admitted before the meeting that they pay little attention to the children, and only at the end of the school year begin to worry about their children's progress.

In the future, parents were notified of meetings several days in advance; questions planned for discussion were communicated to them ahead of time—for example, "The Fight Against Underachievement," "Results of the Quarter," "Helping Weak Students," etc. Through well-conducted preparation for parents' meetings, we achieved high attendance, and parents took an active part in them. Parents' meetings were arranged in class no less than once a month.

In addition to parents' meetings, individual work with parents was conducted. Sometimes this is not easy, as one has to deal with various people. Many parents react very painfully to

criticism of their children and act unfavorably toward the class teacher in such cases. Therefore, the class teacher needs to observe tact and ensure that they feel that in the person of the class teacher they have someone ready to give much effort and time to raising their children.

In conclusion, I must say that one of the most important issues of educational work in school, in my view, is the question of coordinated work between teachers and class teachers, of their united front in the matter of teaching and educating pupils.

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S. I. SVIRKO

FROM THE EXPERIENCE OF WORKING WITH CLASS TEACHERS

In connection with the resolutions of the Central Committee of the All-Union Communist Party (Bolsheviks) on ideological issues and the task stemming from them—to raise the ideological and political level of upbringing and education of studying youth—we faced the question of connecting classroom work with extracurricular and out-of-school activities, as well as coordinating the educational measures of class teachers and subject teachers. In the experience of past years and in our school, the planning of educational work, in particular the drafting of the class teacher's educational work plan, in most cases was formal in nature. It was not based on a deep study of the class as a whole and of individual students, nor did it orient the class teacher and subject teachers toward specific, well-defined measures that were planned not only regarding the student collective as a whole, but also regarding individual pupils.

Even the plans of the best class teachers did not provide for a unity of educational measures by subject teachers during and outside of lessons, and the planned "unity of requirements" was, at best, limited to requirements for the external behavior of children in class and at school.

This led us to the idea of the need to create a seminar for class teachers to coordinate educational work at school.

Not only class teachers but also other subject teachers participated in the work of the seminar, as the regulations on the seminar provided for the coordinated effort of the entire teaching staff in carrying out educational measures developed at the seminar. In the first sessions of the seminar, we discussed the following two reports: "The Class Teacher's Diary as a Means of Guidance, Control, and Accounting of Educational Work" and "The Study of Students as the Basis of the Class Teacher's Work" (methods of study, observation notes, pedagogical characterization).

It was established that every class teacher must keep their own diary, compile and supplement the pedagogical characterization of the class and the pedagogical characterizations of the students.

In their diary, the class teacher must record daily observations of the class and individual students, reflect their successes and failures, mirror educational measures and analyze them, and outline prospects for work with the class and individual students.

The pedagogical characterization of the class must reflect the condition, movement, and tendencies in the development of the children's collective.

The class teacher must keep in order the "Class File," which must be properly formatted externally. Characterizations of individual students must be kept in their personal files. We attach serious importance to the external appearance and quality of documentation formatting.

The first experience of collective development at the seminar on issues of educational work was our study of points 16 and 17 of the "Rules for Students." These rules state:

> "16. Be attentive and considerate to the elderly, small children, the weak, and the sick; give way and yield seats to them, and render every possible assistance. 17. Obey your parents, help them, and care for your younger brothers and sisters."

We conducted this work in connection with preparations for celebrating International Women's Day, March 8. A specific plan was drawn up, thought through to the smallest detail. As the basis of the plan, we laid out syllabus material for February and March across individual classes and subjects. For extracurricular work, measures were planned related to visiting cinemas, theaters, museums, enterprises, and institutions, where students would become acquainted with the labor of Soviet women and the care of the Soviet state for motherhood. Additional literature for extracurricular reading on these topics was selected by the school library. We strived to make the preparation for March 8 engaging, interesting, and manageable for every class.

At the seminar, we established what instructional material for Grades I–III could form the basis of educational work in preparation for the women's holiday, in order to organically link it with classroom instructional work.

Reading lessons for stories from *Native Speech*, such as "The Magic Word," "The Girl and the Bear Cub," "The Bone," "My Little Sister," and certain stories from the magazine *Murzilka*

and others, were developed in detail in the teachers' lesson plans. The selected material for albums, which were being prepared for an all-school exhibition, was used by teachers in lessons as visual aids and didactic material.

In Grade III classes, students wrote essays on the topics "My Mother," "Why I Love My Mother," and others.

These essays provided remarkable material for teachers to study the children: they contained interesting, concrete examples of children's behavior at home, revealing their attitude toward their parents and elders in the family, as well as toward younger brothers and sisters.

Preparation for these essays, followed by the independent written work itself and the analysis of the essays in class—all of this had immense educational significance.

In Grades IV–VII, deeper and more serious work was conducted on the common topic for these classes, "The Heroic Woman of Our Motherland." Of course, this work was carried out differently in Grades IV–V and in Grades VI–VII.

In Grades IV–V, an essay was assigned on the topic "My Contribution to the Family's Labor," which provided rich material for clarifying the nature of boys' activities in the family.

Here are a few excerpts from these essays. Grade IV student Vladislav V. writes:

> "There are four people in our family. Mother and father work at the factory, and my little sister goes to kindergarten. I come home early from school

> and try to help mom in my free time. I go to the store, clean the room, chop firewood, and stoke the stove, and by the time mom and dad arrive, I heat up dinner. Mom tries to make my life good, bright, and joyful. I help mom in everything and will always help her."

Student Aleksandr K. writes:

> "...Our whole family works. I try to study with straight A's so that after finishing school I can enter an institute and help my parents in the future. But right now I also try to help mom with housework... I obey mom in everything."

Student Vanya T. has no parents; he lives with his aunt. His mother died during the blockade of Leningrad, and his father fell at the front. He writes that his aunt replaces both mother and father for him. He loves his aunt endlessly and helps her with everything just as he would help his mother.

The best essays were placed on display at the exhibition.

In Grade V classes, students wrote essays dedicated to the Soviet woman.

As part of extracurricular work, the following were read: *Story of My Son* by E. N. Koshevaya, selected excerpts from Fadeyev's novel *The Young Guard* (Oleg's meeting with his mother, lyrical digressions dedicated to the mother), stories about the mothers of Lenin and Stalin, and excerpts from books about outstanding Russian women. The reading was accompanied by discussions. These were engaging, vivid

conversations, filled with examples from fiction and biographical literature.

Every class collected material for albums and displays. Vivid, passionate, persuasive notes were written by boys in wall newspapers. In every note, a warm love for the mother was expressed, along with a sincere desire to be impeccably attentive to her. The boys did not hesitate to express their feelings, and this was our serious pedagogical achievement (usually boys of this age conceal their "tender feelings").

According to the educational work plan, class teachers conducted conversations with parents, and we noted with satisfaction that the behavior of the vast majority of boys at home changed for the better.

Students, studying the biographies of Turgenev, Tolstoy, and Gorky, noted the role of the mother in the lives and upbringing of these people and their attitude toward their mothers.

Grade VII students prepared several reports:

1. Kutuzov's Orderly — Nadezhda Durova.
2. Russian Women According to Nekrasov.
3. The First People's Artist — Yermolova.
4. Olena Kostyuk from the Novella *The Rainbow*.

A series of literary works dedicated to the Soviet woman was read to the students. The final stage was the reading and discussion of the story "Mother on the Human Path of Life" and an essay on the topic "Russian Women."

Wishing to show the significance of women more deeply, we consciously approached this in the following structure: from depicting the public labor and state activity of the Soviet woman, to characterizing her role as a mother in our families, to clarifying the behavior of students at home and their attitudes toward parents, elders, and youngers in the family.

The benefit of the work conducted on a school-wide scale was expressed primarily in the fact that all students took the most active part in preparing for the holiday. One could rarely find a student who was not working on something while preparing for the holiday. Both the educational content of this work and the fact that all students were enthusiastically engaged in a useful endeavor could not fail to affect their behavior.

At monthly parent-teacher meetings, many parents asked class teachers questions like: "What happened to our boys?", "How did the school achieve such good results?", etc.

They warmly and sincerely thanked the teachers for their serious and extensive work in raising the children.

Let us cite one example. Grade IV student F., during the entire first half of the year, brought much grief to his educators. Eternal quarrels with his aunt (he had no parents) and clashes that reached the point of hysteria led to F. stealing a considerable sum of money and some items one day, deciding to run away to the countryside to his grandmother. Repeated talks with him by the principal, the director of studies, and the class teacher helped little. But when F. was involved in class work on the topic "March 8," within two months he changed noticeably and became unrecognizable. The clashes and

quarrels with his aunt stopped, there was not a single instance of theft at home, and the aunt sincerely and joyously thanked the school and teachers who made her nephew a completely different person.

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Significant work was conducted by the seminar of class teachers on the topic "Ideological and Political Upbringing in School."

The principal and the director of studies listened to a report at the Herzen Pedagogical Institute regarding ideological and political upbringing in Soviet schools. Then work was conducted with teachers on studying syllabi from the perspective of educational tasks. We were primarily interested in those sections and topics of the syllabi in which the fundamental laws of the development of nature and society, the victory of man over nature, and the triumph of progressive forces in human social struggle were deeply and vividly revealed, emphasizing the power of the human intellect.

In preparation for the class teachers' seminar, we discussed these issues with teachers of individual subjects and then brought them to a seminar session.

The main principles upon which our work was conducted were as follows:

1. Provide students with deep, meaningful, and solid knowledge.

2. Translate this knowledge into the students' convictions. Ensure that students can work independently, and verify and confirm knowledge through practice.
3. Translate established convictions into actions. Teach and habituate students to act in accordance with acquired knowledge and established convictions.

Thus, a concrete plan was developed, according to which work began in classes across various subjects in the school.

Teachers were also tasked with showing our students the world role and significance of Russian culture and art; this was extremely important for fostering a sense of national pride and love for our socialist Motherland.

A very interesting and rich conference was held, dedicated to the 800th anniversary of Moscow, where students presented a number of reports on the history of Moscow's development, its global revolutionary and cultural significance. An exhibition of essays, drawings, scale models, and other student works was prepared for the conference.

The literary circle organized a readers' conference to discuss several literary works: *Notes of a Partisan*, *The Young Guard*, and others.

The "Young Physicist" circle delighted students with an exceptionally interesting thematic evening dedicated to the history of aviation; students presented reports illustrated with pictures and diagrams, and in conclusion, films on the same topic were shown.

The final stage of this work was a session of the class teachers' seminar, where teachers shared their experience and discussed the methods of ideological upbringing used.

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The extensive work of the class teachers' seminar, the educational work of teachers, and the extracurricular and out-of-school activities conducted by the school over the year found reflection in two volumes of the collection *From the Experience of Organizing Educational Work*, as well as in class teachers' diaries and pedagogical characterizations of classes.

The results of the school year as a whole—the external appearance of the school and the students, academic performance, the quality of teaching, and student discipline—served as convincing proof of the vitality of the applied system in organizing instructional and educational work. In just one year, the school rose from being a lagging school in the district to joining the ranks of the advanced ones; academic performance rose from 75% in the 1945/46 academic year to 90% in the 1946/47 academic year.

The seminar played a major role in raising the level of theoretical training among teachers. Almost every class teacher worked on a specific topic. We strived to ensure that a teacher, in developing a topic, did not merely provide a theoretical presentation of the issue, but also enriched the report with concrete examples and facts from their own teaching practice and that of their colleagues at school. This required presenters at the seminar to gain a deep and serious acquaintance with the

work of other teachers in the school, forcing them to ponder and make sense of the facts of concrete work, analyze them, draw conclusions, etc. The sessions of our seminar served as a kind of school where new educational techniques were developed and honed, and new thoughts and ideas were born which, once tested through practice, were generalized and became a guide to action.

Our desire to conduct all educational work in close connection with teaching led to the fact that not only the teacher-presenters at the seminar, but all other teachers as well, while preparing for the session, acquainted themselves with the syllabi and materials of subject-matter teachers. This expanded the general pedagogical horizons of the teachers and integrated them into the overall work of the school.

The class teachers' diaries and pedagogical characterizations of classes showed how deeply and seriously the teachers studied the children. The very act of keeping a diary obliged the teacher to look closely at the class and individual students, to learn their interests, inquiries, feelings, and thoughts. In recording all of this, the teacher could not help but reflect; they developed their own thoughts, prospects, and ideas and plans for the future were born.

Here is how a Grade VI class teacher begins their diary:

> "September 20, 1946. Twenty days of work have passed, and I am still observing the class. I cannot yet catch what new things have appeared in each student. But there is much that is new: externally, they have grown, matured, and taken shape. There

> is no external untidiness; jackets have appeared, which was not the case last year. The boys are still full of what they did over the summer. M. shared how he lived in camp, others did too... The store of summer impressions is not yet exhausted."

Subsequent entries are more specific in nature and testify to the educator's organic "settling in" to the children's collective, the teacher's clarification of tasks and prospects for work, and a creative approach to planning educational measures.

The opening lines of a class's pedagogical characterization by teacher A. V. sound convincing:

> "It is a great pity that class characterizations are not preserved from year to year: then the characterization of the latest year would seem clearer, more prominent, and brighter; the growth of the class and errors would be visible, and from there—the concrete tasks that the educator must set. Then there would be no 'treading water' in place; the educator could bring something new and interesting into their educational work, and if old, then with a new goal, in a new form..."

Careful, daily maintenance of diaries, meticulous development of class pedagogical characterizations, along with proper formatting and storage of these documents, create continuity in work, helping any teacher continue class management with a given group rather than starting from scratch every year.

It must be noted that the class teachers' seminar became the leading, organizing principle in all of our educational work and

led to genuine realization of unity in teachers' actions when conducting educational measures in school. It helped establish a stable work style in the school, a clear rhythm, and reinforced a firm, purposeful regimen and order.

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STUDENTS ON THE CLASS TEACHER[20]

The honorable work of a Soviet educator is complex and responsible. But the multifaceted work of a class teacher is especially complex. Being simultaneously a teacher of a subject, the class teacher bears responsibility along with other teachers for academic performance and the ideological and political upbringing of the class. The role of an educator of the younger generation obliges them to always live up to their position and serve as an example for their pupils.

Entering into communication with the class, the class teacher sets the goal of comprehensively studying their pupils—their mental abilities, inclinations, virtues, and shortcomings; gives direction to the development of their concepts, ideas, views, social interests, and sense of collectivism; fights against bad habits, instills and reinforces positive habits, and so forth.

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[20] **From the Editors.** In publishing A. I. Kalyagin's article, the editorial board of the journal *Soviet Pedagogy* considers that the question of the content and methods of a class teacher's work cannot be resolved based solely on students' judgments about their personal qualities and pedagogical work. However, the work conducted by the author on studying a significant number of student essays containing their statements about class teachers provides a concrete idea of how the class teacher's instructional and educational activity is perceived and evaluated by students, and in this respect, the article is of indisputable interest. It draws attention to those issues in implementing class leadership, the proper resolution of which largely determines the successful work of class teachers.

The class teacher, to a greater extent than other teachers, is not only an educator, but also a psychologist. In teaching and raising the younger generation, they contribute, both directly and through other teachers, to the development of the psychological aspects of the students' personalities: attention, memory, thinking, will, character, etc.

The task of the class teacher is to coordinate the work of subject teachers in their class, guide the children's collective, and organize it to overcome difficulties. The class teacher is an experienced teacher, a caring and attentive older friend and comrade, a demanding and at the same time child-loving educator.

The process of internal maturation of adolescents and youths depends in many ways on the personality of the class teacher, on their ability to unite the children's collective, and to exert an ennobling influence on the individuality of each student.

A class teacher will be able to successfully resolve instructional and educational tasks only if they are an educated, highly principled, politically developed, authoritative educator devoted to the cause of the Communist Party and Soviet power.

What a Class Teacher Should Be Like

In pedagogical literature, the work and personal qualities of a class teacher are illuminated from only one side. They are written about and evaluated mostly by research scholars and, in very rare cases, representatives of public education authorities. We, based on observations and collected materials, will try to approach the question from another side—that is, we will present the opinions and statements of the students themselves

about the class teacher and draw possible conclusions from them.

Forestalling any accusation of being unpedagogical, we believe that taking into account school children's opinions about the teacher in general, and the class teacher in particular, is not an attempt to introduce student criticism of teachers (as was practiced in its time by "leftists"), but a completely legitimate desire of a researcher to shed light on the issue from the standpoint of feelings expressed in the sincere statements of Soviet school pupils toward their educators. Conversations among schoolchildren on this topic can be heard not only at school, but also in the family setting; ignoring them and passing them by would, in our view, be incorrect.

First of all, let us focus on the research methodology. Our research in this direction was conducted over a number of years. It was based on the study of children's essays written on the topics: "Why I Love My Class Teacher," "How I Would Like to See My Class Teacher," and "My Favorite Class Teacher."

A feature of the work done was strict differentiation in selecting the class that wrote the essay. Preference in this regard was given to those classes where organization and intra-collective discipline were evident. It happened that out of three or four parallel classes, essays of this nature were written by only one or two classes, while the others were not involved. The teacher's explanations regarding the tasks of the work brought clarity and ensured thoughtfulness and seriousness in the essays.

Children could write not only about the present, but also about the past. Incorporating elements of fantasy into the essays was not prohibited. The assignment was completed by middle and upper-grade students. In total, 2,605 essays were collected. Of these, 1,694 came from Grades V–VII, and 911 from Grades VIII–X.

The vast majority of the young authors of these essays sought to characterize the class teacher not only in the role of an educator, but also in the role of a subject teacher, which is completely natural and against which, of course, one cannot object: whoever teaches well, educates well.

The study of the collected material allowed us, conditionally, to divide the students' positive evaluations and statements about class teachers into four main groups:

1. **The ideological clarity of the class teacher.** Loves Lenin and Stalin. Politically literate. Keeps pace with life. Always knows the news of the day. A good community activist. Conducts political information sessions in an interesting and meaningful way, and others.
2. **The class teacher as a good instructor.** Always prepared for class. Values the time factor. Strict and demanding. Quickly establishes a businesslike mood in class. Their lesson is a pleasure. Gives grades neither stingily nor lavishly. In class, keeps everything precise and neat. Brings everything unclear to full clarity. Has no favorites. Explains the lesson well, and others.

3. **The class teacher as a good organizer.** In terms of organization, their class always takes first place. Skillfully relies on the active student core. Inspires to work. Fosters initiative. Teaches students to work independently. Instills a love for school. Organizes class meetings interestingly. Often consults with students. Teaches a love for books. Organizes collective visits to the cinema and theater. Teaches how to speak at meetings. Seems not to be looking, yet sees everything. Does not complain to parents. Instills a love for social work. Fosters respect for teachers and elders, and others.
4. **The class teacher as a senior comrade and friend.** Kind and fair. Calm, yet demanding. Loves students. Cares about everyone. Knows everyone. Trusts everyone. Always listens. Always advises. Considerate. Sets an example in everything. Never stays gloomy, and others.

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Negative statements by students about class teachers boil down to the following:

> Does not explain, just assigns from the textbook. Comes to class unprepared. Rude. Explains borinly and unclearly. Influences the class mostly by shouting. In their class, there is always noise. Likes to give nicknames. Sloppy, and others.

This is what a class teacher looks like in the students' evaluation. The evaluation, as we can see, is quite well-

rounded. One can feel that schoolchildren know their class teachers well.

The character traits, virtues, and shortcomings inherent in a class teacher are shown by the students, with rare exceptions, truthfully and convincingly.

Needless to say, each of the indicated components cannot be viewed in isolation, apart from the others. And if we do not observe this requirement further on, it is only for the convenience of presentation and material analysis.

Let us turn directly to the students' statements.

Ideological Alignment of the Class Teacher

In the overwhelming majority of essays, it is stated that one of the main positive traits in the character of a class teacher should be considered their ideological strength, sincere belief in the righteousness of Lenin-Stalin ideas, devotion to the policy of the Communist Party, love for the Motherland, and for their people.

> "I like Boris Petrovich because he is sincerely devoted to the cause of Lenin–Stalin, to the cause of the Communist Party and to our great leader—Comrade Stalin," writes ninth-grader K.
>
> "Our former class teacher, Anna Petrovna, was elected a deputy of the City Soviet. She could be seen giving reports at teachers' conferences, at parent meetings, and among pioneers and schoolchildren... And what interesting examples she brought in class! And everything from real

life... everything from practice... the kids listened to her explanations with bated breath," writes seventh-grader Dina L.

"Of the class teachers whose influence I experienced, Pyotr Aleksandrovich is especially memorable to me. I was studying in Grade VIII at the time. Every one of his geography reports was invariably accompanied by a political conclusion. With what fascination we listened to his reports about the struggle of the Chinese people, the rebirth of the Indonesians, class battles in Indochina, etc.," writes ninth-grader Ch.

"I very often recall the bustling activity of our class teacher Valeria Alekseyevna. Her energy amazed everyone. She was a welcome guest at student and Komsomol meetings, at Pioneer gatherings of squads and troops. What she succeeded in instilling in our consciousness particularly well was the teaching of our beloved leaders Lenin and Stalin on education, on the role of the party, and on the importance of the collective... After every one of her speeches and every talk she conducted, one wanted to live and work in a Leninist, Stalinist way... We knew no repeaters of grades... It was wonderful...", writes tenth-grader Borya Kh.

"I also love my class teacher Pyotr Stepanovich because he constantly shares military news with us. His stories are colorful, convincing, and exceptionally accessible. Being a participant in the

Great Patriotic War against the German-Fascist invaders, he knows how to convey patriotic episodes with a special kind of love and clarity," writes ninth-grader Senya P.

"Class teacher Natalya Sergeyevna always knew how to speak warmly and in a special way during geography lessons about the life and work of brotherly peoples inhabiting the vast expanses of the North... 'Sun's Stepsons' rise before me as if alive. Their difficult past has changed beyond recognition thanks to the Leninist-Stalinist national policy. Upon graduating school, I will finish a pedagogical institute and will definitely go to work in the North," writes eighth-grader Vanya B.

"Minister of Foreign Affairs of the USSR V. M. Molotov is an exemplary politician and diplomat. The Soviet delegation, both in the Security Council and at Assembly meetings under his leadership, steadfastly carries out Stalin's peace policy. One rejoices at the growing power of the USSR, and its ever-increasing authority among the nations of the world... Our class teacher Semyon Mironovich informs us about all this well and interestingly. One feels that he studies this issue very persistently, follows the general international situation, and reads a lot. His interesting and politically rich reports bring us, tenth-graders, immense pleasure" (from the essay of tenth-graders Vova S. and Misha N.).

The students' statements are realistic and fair. Indeed, the work of a class teacher must be imbued with Bolshevik ideolology.

Educating people of the Stalinist era is a high and honorable mission. To successfully fulfill this mission, one must not withdraw into one's specialty alone, but be an active public activist, a politician, live by the interests of one's country and one's people, continuously replenish one's knowledge, and raise one's ideological and political level. Only under this condition can a class teacher be an authoritative and respected educator in the eyes of the students.

The Class Teacher as a Good Instructor

In addition to Bolshevik high-mindedness and active participation in public life, students want to see in their class teacher a person who is broadly educated, highly cultured, and methodologically trained. A class teacher's ability as a subject teacher to structure a lesson well and engagingly, and to explain what is not understood sensibly and persuasively, is considered by schoolchildren to be one of the main virtues of an educator. A class teacher who fails to handle the duties of an instructor does not enjoy authority among students as an educator either. All students write about this in their essays, starting from fifth-graders up to tenth-graders. The difference in their judgments lies perhaps only in the fact that the former approach the evaluation of the class teacher's work more simply and directly. In their thoughts, an echo of naivety sometimes takes place. The opinion of the latter is more critical, serious, and well-founded.

Here is what students write on this issue:

"I love class teacher Nadezhda Sergeyevna because she explains things very well. Until she worked with us in Russian, this subject was the hardest and most uninteresting for me. In preparing lessons for it, I always tried to put it off 'until tomorrow.' From active work in class, I tried by hook or by crook to wriggle out, 'get by' on copying, or listening to prompts. From the teacher's explanation I understood almost nothing, and all these suffixes and inflections, all kinds of declensions and conjugations seemed like an insurmountable obstacle to me. Now, this subject has turned into my favorite..." (from the essay of seventh-grader Vova S.).

"Of all class teachers, Pyotr Petrovich is especially memorable to me. I studied under him back in third and fourth grades. The kids loved him not so much for his calm and quiet disposition, or for his affection and love for us, as for his clear explanation of lessons. Everything went smoothly in his hands, but he was especially good in history lessons. It happened, he would stand up by the teacher's table (he always explained standing) and announce the topic, and we would immediately fix our eyes on him and catch his every word, every movement, every gesture...

And what quiet descended during lessons—you could hear a fly fly by..." (from the essay of seventh-grader Kolya N.).

"Our class teacher is good as a teacher, too. He loves his subject (mathematics). He brings everything unclear to full clarity. He asks questions often... I go up to the blackboard without anxiety now because I know..., whereas before I was afraid" (from the essay of sixth-grader Stepa S.).

"Class teacher Mariya Aleksandrovna conducts her arithmetic lessons in such a way that we can listen as long as we want... Time passes unnoticed, and we don't get tired... We ask her about everything... and she answers all our questions..." (from the essay of fifth-grader Zoya K.).

"With our class teacher Konstantin Nikolayevich, every second is accounted for. In his lessons he manages to quiz, explain new material, and encourage or scold. In a word, with K. N., the time factor is held in high esteem..." (from the essay of seventh-grader Slava G.).

"I love my class teacher not only for his skillful and correct explanations, but also because he treats all students equally. He has no favorites... If you didn't learn the lesson, an F is guaranteed. If you learned it well, an A..." (from the essay of sixth-grader Seni H.).

"Our class teacher Pyotr Nikolayevich enjoys universal respect and love..., in his lessons students are engaged from the very first minute to the last. Even during homework checks, when other

teachers have chaos due to idleness—running from seat to seat, trying to help a comrade through whispering, copying, and talking—with Pyotr Nikolayevich, some correct the answer of someone stuck at the board, others prepare an addition to a student's answer using some journal or newspaper. We are satisfied and grateful to him" (from the essay of seventh-grader Lyusi S.).

"We consider our class teacher to be the most cultured and educated. She does not shout at us or offend us, and order in her class is exemplary. The kids are especially surprised that Klavdiya Vasilyevna never utters a word while sitting. Even when answering a student's question, she answers standing up. Where she draws her strength, the kids wonder... Yet Klavdiya Vasilyevna is no longer young..." (from the essay of sixth-grader Misha G.).

"To the question—why I love my class teacher—I will answer simply: for her strictness and demanding nature. She notices everything: standing at the board improperly, arranging notes on the board incorrectly, not supplementing textbook material with artistic literature, speaking monotonously, or greeting the principal and teachers incorrectly...

In a word, as if everything were bad... And yet we love her. And we love her precisely for her demanding nature. Mariya Konstantinovna's demands are strict and firm, but always fair.

She presents them always softly, calmly, tactfully, and politely, but so impressively that it is impossible to disobey her" (from the essay of seventh-grader Vadim S.).

> "Class teacher Darya Sergeyevna is a wonderful person. She loves each of us, it seems, much more than her own daughter. She worries over our every misstep. But she feels particularly pained over an F received by any of us. She always finds out about it from the class record. If someone gets an F, she talks both with the subject teacher, the parents, and the active core of the class. She does not stop short of organizing an extra lesson or supplying a book through the library, etc. Well, and if there are no F's and discipline is fine, she will definitely come into the class, even when she has no lesson. 'Hello, children,' she usually says in such cases, addressing us, 'I came to thank you for behaving modestly and answering well yesterday. Well done!.. — How is your mother's health, Vanya? — And you, Misha, did you pay attention to mathematics? — Squad leader No. 2, keep an eye on him... Goodbye!' The kids wonder where she gets so much energy, and we don't let her down: an F of a lagging student hurts not only her, but all of us" (from the essay of sixth-graders Lesha and Petya N.).
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> "We love our class teacher Natalya Aleksandrovna because she knows her subject so well and thoroughly that any teacher could envy her. Every lesson is planned. She knows whom to quiz and

whom to organize peer or personal assistance for... And how carefully she checks notebooks, how she wants a mistake made once to never happen again —you just come to delight! One type of error she underlines with a red pencil, another with blue, a third with green, etc. And when handing out notebooks, she explains the rules so clearly and precisely, bringing so many diverse examples, that it is impossible not to understand. Now only I understand why Natalya Aleksandrovna has no failing students and why there are no grade repeaters under her" (from the essay of eighth-grader Anatoly S.).

"Olga Illarionovna is the best teacher and class teacher I have known during my school years. In history classes, a rare topic fails to captivate us. Everyone who listens to a history lesson with Olga Illarionovna is overcome by some strong and joyful feeling. We go home with new thoughts. Our views on surrounding life and reality change with every day. They become clearer, more mature, and politically sound" (from the essay of Olga R., a Grade X student).

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Let us attempt to summarize student feedback about their favorite class teacher. As we can see, evaluations by middle and upper-grade students have much in common. In all their responses, the importance of a class teacher's pedagogical skill is emphasized with ultimate clarity.

There are teachers—class teachers—who, in addition to their main specialty, also know music, are interested in astronomy, direct children's artistic activities, and are knowledgeable in radio engineering, agronomy, etc. This greatly aids them in conducting educational work and raises their authority among students. A teacher—a class teacher, say, a biologist—who is interested in agronomy issues, knows how to set up experimental work with young naturalists on the school grounds, and can organize and guide their socially useful labor in rural agriculture, helping the local collective farm increase yields, can exert an incomparably greater influence on students than a class teacher-biologist who is unprepared to conduct extracurricular work and activities. A teacher—a class teacher who does more for the education and upbringing of adolescents and youths than what their specialty requires and allows them to do, is always highly valued by students.

The influence of an educator who loves and knows their work on students is great. It helps shape their worldview, suggests a path and behavior in life, and remains in their memory for many years.

Emphasizing the strength of a teacher's personal influence on the younger generation, Mikhail Ivanovich Kalinin noted:

> "...A teacher's worldview, their behavior, their life, their approach to every phenomenon—all of these influence all students in one way or another... One can boldly say that if a teacher is very authoritative, then in some people, traces of this teacher's influence remain for their entire life. That is why it is important for a teacher to monitor themselves, to

> feel that their behavior and actions are under the strictest control—such as no single person in the world is under. Tens of children's eyes look at them, and there is nothing more attentive, more eagle-eyed, or more receptive regarding various nuances of human psychological life: no one catches all the subtleties quite like a child's eye."[21]

Indeed, to remain aligned with the socialist era and successfully lead the children's masses, a Soviet teacher must be the most educated and cultured person among everyone around. The path to this lies in relentless skill enhancement, persistent study, continuous self-improvement, and mastery of Marxist-Leninist science.

Schoolchildren value, love, and recognize the authority only of such an instructor—a class teacher—"who knows and loves their subject," "teaches well and clearly," and in whose lessons "you can hear a fly fly by." They highly value those teachers and class teachers who are "demanding yet fair and have no favorites"; "in whose lessons there is work for everyone"; and "with whom the time factor is held in high esteem..."

It is also known that our adolescents and youths do not love just any class teacher, but only one with whom "a rare topic in class fails to captivate"; with whom, during lessons, "some strong and joyful feeling takes hold of you"; with whom "you feel that your views on life are changing, becoming more mature and definite"; and with whom "a lesson is a living book... every word teaches..."

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[21] M. I. Kalinin, *From a Speech at a Conference of Exemplary Teachers, December 28, 1938*, "On Communist Upbringing," 1945, pp. 38–39.

In order for a student to love school and the teacher from the bottom of their heart, and for them to strive to acquire more solid knowledge, teaching staff and class teachers especially need to pay attention first and foremost to the quality of the lesson and the realization of the principle of educational instruction. "Learning is the most powerful tool of upbringing," wrote K. D. Ushinsky, "and an educator deprived of this tool loses the primary and most effective means of exerting influence on pupils..."[22]

In his pedagogical statements, M. I. Kalinin emphasized: "The state and the people entrust teachers with children, that is, people at an age when it is easiest to exert an influence on them; they entrust them with raising, developing, and shaping the younger generation—that is, their hope and their future.

This is an immense trust that places a great responsibility on teachers. It is clear that teachers must be people who are, on one hand, highly educated, and on the other hand—crystallinely honest. For honesty, I would say, is incorruptibility of character in the high sense of this word; it not only impresses children, it infects them, leaving a deep imprint on their entire subsequent life."[23]

These remarkable words of Mikhail Ivanovich are especially precious now, when the tasks of ideological and political upbringing of students in the spirit of communism are raised to an even higher level.

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[22] K. D. Ushinsky, *Selected Works*. Supplement to the journal *Soviet Pedagogy* for 1946, Issue III, p. 46.

[23] M. I. Kalinin, *On Communist Upbringing*, "Molodaya Gvardiya" Publishing House, 1945, p. 48.

The Class Teacher as a Good Organizer

In their statements, students also note such a trait in the class teacher's personality as the presence of organizational abilities. Here is what they write on this issue:

> "Pyotr Nikolayevich teaches us to be polite and organized. Before he took charge of our class, we lived discordantly; discipline was lacking, kids were often late for class and ran away from lessons. In some lessons there was such noise that the teacher couldn't be heard. With the arrival of Pyotr Nikolayevich, over the last two quarters we changed so much you wouldn't recognize us: we aren't rude to teachers, everyone has straight A's in conduct, and there are no lagging students" (from the essay of fifth-grader Shury V.).
>
> "We love class teacher Fyodor Mikhailovich because he doesn't complain to anyone about us. All internal troubles in the class he will first discuss with us, and only after that will he report to the principal. I will never forget an instance when he, without any warning, out of the blue, showed up in our yard and knocked on our apartment... Well, I thought, I'm done for... And what do you think? To my great surprise, Fyodor Mikhailovich didn't even utter a word about my school pranks. On the contrary, he even found it possible to praise me. One's conscience wouldn't allow them to disobey such a leader or study poorly... He organizes us

very well" (from the essay of sixth-grader Petya S.).

"Once Olga Vasilyevna, addressing the class, said: 'Children, do you like our classroom?' We answered: 'No, it's uncomfortable and dirty.' — I expect rationalization proposals from you on how to format it. The deadline is two days... A mountain of projects lay on the teacher's table... A week later, our class became unrecognizable. The sanitary commission transformed everything so much that we received a prize..." (from the essay of sixth-grader F. or D.).

"We love Ivan Kuzmich because in talks about the class he often repeats the question: 'And what would you, children, suggest to get out of this difficult situation yourselves?' And then, as if thinking for a moment, he adds: 'I appoint so-and-so responsible...' or 'To whom shall we entrust this large and very important task?.. Point them out...' Well, and we try..." (from the essay of seventh-graders Toly and Misha D.).

"I get great satisfaction from class meetings, which in our class are held every 15 days. In them we learn to outline common plans, gain new impressions, and get used to working together. And we act on lagging and undisciplined students in such a way that not a single one dares resist... At the meeting we learn to think logically, build speech correctly, and become public activists.

Presented reports evoke many questions and resolve doubts. In debates, many opponents speak up, and no ambiguities remain in our minds... But before, we considered meetings a empty trick of the class teacher, and attendance at them meant staying in turn or running away altogether... Love for the meeting was instilled in us by our class teacher Natalya Sergeyevna. She is a wonderful organizer" (from the essays of ninth-graders Leva M. and Borya S.).

"Our class teacher Zinaida Stepanovna organizes collective visits to the cinema and theater wonderfully. The presence of the theater's best actors during our discussion of plays, their vivid and bright words help us understand the complexity of a particular socio-political situation, understand the ideological direction of a literary work, worthily appreciate the ennobling role of art in shaping a communist personality, and finally, critically approach the stage activity of actors. Two of our comrades want to become theater workers after finishing ten years of school..." (from the essays of tenth-graders Klavy L. and Rimmy P.).

"Starting from the third quarter, to everyone's surprise, our class began to be called one of the best. For this we are indebted to Daniil Sergeyevich, our class teacher; he does not live by the psychology of Krylov's dragonfly, does not state a class event *post factum*, but foresees

everything, warns... The kids say about him very often: 'As if he isn't looking, yet sees; you can't hide from him...'" (from the essay of eighth-grader Grishi D.).

"Mira Moiseyevna labors much to instill a love for books. For this, she involves us among library readers, organizes readers' conferences, and makes us write reviews. Thanks to read books, our cultural demands grow, the boundaries of our intellectual horizon expand, convictions are formed, and the future becomes clearer and clearer... All of this I experienced and am experiencing myself..." (from the essay of eighth-grader Leonid R.).

"My dream of being an orator is coming true without quotation marks. Now not only individual groups of students listen to me attentively, but also student conferences. For this I am indebted to Ilya Grigoryevich, our deeply respected class leader. Striving to educate us in the spirit of communist morality, he persistently instills in us a love for the Soviet Motherland, for the leaders of the world working-class movement—Lenin and Stalin, and persistently habituates us to public speaking. And those who do not dare or do not want to speak themselves, he obliges."

"— You must speak in the discussion following the report of the class monitor and express your viewpoint on improving academic performance. In case of

difficulties, contact me. Report on readiness three days before the presentation..."

And the word of Ilya Grigoryevich is law. Well, you try... And when you speak two times in discussions, he used to stop you when meeting you or call you to the teacher's desk and say: "Den'ka, in three or four days, inform the class monitor about the topic of the report with which you would like to speak at the class meeting." And then at the all-school meeting and even outside of school... Without the help of Ilya Grigoryevich, we won't remain. We are around him like bees around a queen bee..." *(from an essay by eighth-grader Dima P.)*.

"Slogan — 'Not a single Pioneer or schoolchild without a social responsibility' — our homeroom teacher Nina Nikolaevna repeats very often. Even at the first meeting, she said: 'I want you not only to study well, but to be disciplined and active in all initiatives, not only class-wide, but all-school ones'."

"Of all social initiatives, she is especially skilled at organizing the publication of wall newspapers. Now we publish a newspaper not with a permanent editorial board, but with temporary ones. Permanence is maintained only for the responsible editor and artist, while all others change in turn..." *(from an essay by eighth-grader Sima Zh.)*.

"Starting from the fifth grade, our class earned itself an 'honorable' name — an unorganized class, a class of ruffians. Homeroom teachers, several of whom have changed over three years, hurried to get rid of us..."

But then comes Nikolai Samoilovich. Having presented firm demands primarily to the class organizer and Komsomol organizer, he directly declared: "Varangians" brought in to establish order to such a class as yours are not needed. This work must be started and finished only by you — and, moreover, in the shortest time...

And to the message given to him by the class organizer that today a German language lesson was disrupted, half the class arrived late, five people received failing grades ("twos"), student Volodin insulted the teacher, Nikolai Samoilovich strictly noted: "Why did you, as class organizer, allow such an outrage? Where was the Komsomol organizer at this time? On what grounds did you allow the best students to permit such a disgraceful phenomenon?"

Then he gathered the active core, sat them around his desk, and said: "Let's consult..." We thought hard and tenaciously took up the task.

And here is the result: first place in the school by the end of the year is ours. The disgraceful nickname is removed..., honor is restored... It is gratifying..." *(from essays by eighth-graders Roman K. and Stanislav Zh.)*.

Through our hands passed about 600 such student essays. From them, we used the most typical ones. All of them speak of the organizational skills of the homeroom teacher, about their ability to unite students and direct them toward overcoming difficulties. That world of deep thoughts and vivid feelings into which the essays of students introduce us is vast and diverse. As a favorite homeroom teacher, schoolchildren consider the

one who tirelessly "saturates theory with life," who is restless and does not stop at what has been achieved in the search for the new.

The valid desire of schoolchildren for their homeroom teacher to be a good organizer places great responsibilities on the educator, for "The role of the organizer is the greatest role. In the new socialist society, the role of the organizer doubles, triples"[24].

Answering the question: "What must a person possess in order to be an organizer?", M. I. Kalinin said: "Organizers must understand people, know how to position forces correctly"[25].

Among homeroom teachers, one often encounters that type of worker who is always busy, works all the time, works tirelessly. But the results? The results most often satisfy neither him personally, nor the class he guides, nor the school administration. Consciousness that he brings no benefit oppresses him. But he receives neither sympathy nor necessary support from anyone. With such a homeroom teacher, things do not go well with discipline in the class, students are not organized, and in terms of academic performance, the class occupies one of the last places in the school. The thesis of pedagogical theory: "the art of upbringing consists in the art of guiding through all the diverse forms in which the living process of a student's spiritual development takes place" remains inaccessible to such a leader. Diversity of forms of influence on students is lacking for him. He either absolutely

[24] M. I. Kalinin, *On Youth*, p. 109.
[25] *Ibid.*, p. 110.

does not believe in the strength of the children's collective, or considers that "the art of commanding consists exclusively in the strength and harshness of his vocal cords."

At times, sincerely pained by his mistakes and troubles, such a homeroom teacher persistently tries to resolve the questions troubling him with the school administration, with public education authorities. But they, unfortunately, cannot always provide him with concrete help, nor are they always in a state to answer what needs to be done to organize a class.

Errors of homeroom teachers, especially beginners, consist in the fact that they:

1. Cannot properly apply their strength, as they do not know which link should be grabbed to pull out the whole chain as a whole.
2. Do not know how to find a common language with the class and establish sincere, healthy, friendly mutual relations with students, without dropping or diminishing their authority and leadership role at the same time.
3. Do not believe in their creative strength and very often, encountering difficulties in class leadership, fall into despondency, and instead of Bolshevik struggle against shortcomings, follow the path of least resistance, giving up in the face of difficulties.
4. Underestimate the role of planning, do not thoroughly plan the comprehensive work of the homeroom teacher, and in their actions are guided by random motives, letting the matter of upbringing take its own course.

5. Are burdened by the duties of a homeroom teacher and try to free themselves from them as soon as possible.
6. Do not clarify the roles of student, Pioneer, and Komsomol organizations in the class and in the school in the fight for academic performance and for strengthening student discipline.
7. Do not strive to understand the healthy demands and interests of schoolchildren and satisfy them as fully as possible.

All this taken together prevents homeroom teachers from earning proper authority before the class, gaining its trust, and becoming a true organizer of the student collective of the class.

Not so act homeroom teachers who are enthusiasts, organizers. They work creatively. The source of their ability to work is Marxist-Leninist theory, and the power of impact on students is mass participation. Relying always on the active student core, such homeroom teachers lovingly foster respect for learning and labor, a desire for knowledge, instill politeness and deference toward elders, and cultivate conscious discipline. They often consult with students on everything, teach them, without suppressing, however, children's initiative and activity with their authority, but on the contrary, stimulating, supporting, and developing it. With such homeroom teachers, students together with them are always creating something, acting, searching. Organizational skills of schoolchildren under skillful guidance of the educator and the influence of peers strengthen and grow. About this, briefly but expressively, students write in their essays: "...He organizes the class very

well and skillfully...". "Order and discipline he restores not by shouting...". "Often consults with us...". "Without social assignments in our class, there is no one...".

Soviet schoolchildren highly value a homeroom teacher who teaches love for books and theater — this, in the expression of Gogol, a great book that everyone can and is able to read.

Great authority among students is enjoyed by a homeroom teacher who fosters resourcefulness and initiative, teaches how to work independently, and shows by personal example a socialist attitude toward labor.

The necessity of cultivating a communist attitude toward labor was colorfully emphasized by Mikhail Ivanovich Kalinin in a conversation with national teachers. On this topic, he spoke as follows: children must be taught not only to love labor, "...but also to honestly relate to labor, keeping firmly in mind that if a person lives, eats, and does not work, it means that he is consuming someone else's labor... This must be developed before students... We often say: 'Labor is a matter of honor.' The Leader threw out the slogan 'labor is a matter of honor,' and if you will only repeat that 'labor is a matter of honor,' that will be little. It is not in this that the fulfillment of the leader's will, the will of the party and the people lies. It is necessary that kids see specifically that labor really is a matter of honor. A child cannot be deceived. If there is just a little bit of falseness, he will no longer believe"[26].

Exceptional significance to upbringing based on labor was assigned by A. S. Makarenko. Considering labor as one of the

[26] M. I. Kalinin, *On the Tasks of the Soviet Intelligentsia*, GIZ, 1939, p. 38.

best means of his educational system, he puts forward the following principles:

1. Labor is the foundation of communist moral upbringing.
2. Labor is the foundation of social well-being.
3. Industry (love for labor) is not an innate capacity of a person, but the result of upbringing.

Emphasizing the role of labor in moral upbringing, Anton Semyonovich wrote: "A person who tries at every step to evade work, who calmly looks at how others work while enjoying the fruits of their labor — such a person is the most immoral person in Soviet society"[27].

Instilling love of labor in Soviet people, the educator-homeroom teacher must organize their measures in such a way that children themselves see the necessity of one work or another, guess it, and not wait until adults prompt them or push them. Fostering such a character trait in schoolchildren will ensure responsibility for a given assignment performed by them, reveal in them internal discipline that ensures care for the needs of society and the state, and for the needs of their comrades and family.

In the process of educational work, the homeroom teacher must achieve that the student tries to do everything for common interests — of the class, school, and family — that his physical and intellectual capacities allow him to do. Only in a tightly

[27] A. S. Makarenko, *Selected Pedagogical Works*, Uchpedgiz, 1946, p. 272.

knit, purpose-driven children's collective are schoolchildren raised who place public interests first, not personal ones.

Soviet children highly value a homeroom teacher who skillfully turns a fragmented class into a cohesive collective and fosters organizational and social skills in every student.

Homeroom Teacher — Senior Comrade and Friend

Characterizing the personality of a homeroom teacher in light of student statements, it is necessary to stop on one more very important side of the question — the genuinely comrade-like relationship of the homeroom teacher toward adolescents and youths, his sensitivity and attentiveness to them.

What is most valuable in the personality of a homeroom teacher in this regard? What kind of teacher — homeroom teacher — do students call their senior comrade and friend?

This question is not among the easy ones, but we will try to illuminate it based on the materials we collected.

Students formulate their thoughts on this issue in very different ways. For some of them, a senior comrade and friend can be that homeroom teacher to whom they go "simply" with their most secret thoughts, to whom they open their soul. And he patiently listens to them all, gives advice, shows sensitivity and responsiveness, and helps.

For others, a senior friend and comrade is that homeroom teacher who "determines at first glance" the state of mind of schoolchildren, whose kindness and insight "delights even the most blatant roughnecks and disorganizers."

For a third group — one who, during explanations and conversations with a student regarding his misdeeds, begins with praise and an emphasis on positive aspects, and only after that points out misdeeds and applies one measure of impact or another.

For a fourth group — one who trusts the student implicitly and is himself a model of honesty and truthfulness.

Finally, for a fifth group — one for whom the kids hold respect for a "cheerful disposition," for a "pleasant and somehow uniquely affectionate smile."

Let us turn directly to the statements of schoolchildren:

"I love Veniamin Alexandrovich because he determines the state of mind of a student literally at first glance. And if a student is sad, he will certainly talk with him, clarify the cause of the mental state, and provide necessary help. A case comes to mind when my friend Kolya's father was killed by fascists; Veniamin Alexandrovich immediately visited his family, spoke with the active core of the class, warned the kids to have a sensitive and attentive attitude toward Kolya. And to provide material assistance to the family, he sent Timurovites, while he himself went to the military enlistment office and expedited the receipt of a pension... Well, how can you not love such a leader?" *(from an essay by sixth-grader Senya D.)*.

"Our leader Klavdiya Kuzminichna is always restrained and calm. But in this calmness, you always feel Bolshevik will and courage. It is enough for her to raise her head, look closely at someone, and he is already subdued. She is demanding.

Everyone knows this. At the same time, she is known for her warmth. I do not know a case where she would not pay attention to your request, not help with one advice or another, or not encourage. Sentimentalism is not characteristic of her, she does not lavish affection, but the tone of her general composure acts amazingly calming, and for this, we love her" *(from an essay by ninth-grader Lyusia S.)*.

"The leader of our class, Grigory Ionovich, is a cultured and educated person. We listen with pleasure to his cultured and expressive speech, and admire his ability to hold himself at Komsomol and Pioneer meetings. And his tactfulness and politeness in dealing with us, to speak frankly, leads to deep affection. He will always listen, give practical advice, prompt, and in case of confusion, encourage. After a conversation with him, students develop a cheerful internal mood, a desire arises to work 'better today than yesterday, and better tomorrow than today.'

Under his leadership, our class turned into a friendly and tightly knit family" *(from an essay by tenth-grader Denis A.)*.

Statements of a similar nature could be provided in significantly larger numbers, but even these are sufficient to judge students' perception of the homeroom teacher's personality as a senior comrade and friend.

Love and respect of the homeroom teacher for the pupil in combination with reasonable demandingness are the most important factors in establishing warm, close, heartfelt relations between the educator and students.

One of the guiding principles in resolving the very difficult and responsible problem of "teacher and student" must be A. S. Makarenko's principle: more respect for the child, more demands on him.

Showing respect and presenting demands to a child presuppose knowledge of child psychology by the educator and a strictly individual approach toward the schoolchild. "In order to work with an individual personality," wrote A. S. Makarenko in *Pedagogy of Individual Action*, "it is necessary to know and cultivate it. If in my view individual personalities will be scattered like individual peas, without a collective scale, if I approach them without this collective measure, I will not manage them."

Studying the psychology of an individual student's personality can in no case be torn away from studying the children's collective as a whole. The approach "without a collective measure" will lead the educator's work to failure. An attentive and sensitive homeroom teacher must see in every pupil a member of a given children's collective and not lose sight of those connections and relationships that arise in the schoolchild in the process of his "contact" with the collective.

The response reaction to an attentive attitude from the teacher toward a student will be reciprocity. Students will begin to see a senior comrade and friend in their homeroom teacher. But in establishing such mutual relations between teacher and students, one should beware of harmful and dangerous overfamiliarity, which has nothing in common with elevated friendship between juniors and seniors.

An example of truly comrade-like solidarity and friendship is shown by the relationship of Makarenko with his colonists, Pavel Korchagin with Zhukhrai, and the young heroes of Krasnodon with Valko and Shevtsov.

Great importance in establishing healthy mutual relations of the homeroom teacher with students belongs to mutual trust. The educational effect of mutual trust, with rare exceptions, is extraordinarily great. Under the influence of trust, the student performs various demands and rules not by virtue of external compulsion, but by virtue of internal motives to act precisely as required by the rules of socialist community life and as prompted by personal conscience and tact.

It has been established that trust shown by a leader to a pupil generates in his consciousness such noble qualities as industry, a sense of responsibility, activity, and interest.

Manifestation of independence by a student must be encouraged in every way. Attempts by students to seek help when they can complete an assigned task through their own efforts must be stopped.

Games, excursions, hiking trips, etc. seriously contribute to bringing the homeroom teacher closer to students. They allow him to get closer to each student individually and to everyone at once, and to study pupils more fully and deeply. It is important with all this not to place oneself in a privileged position or in the position of a senior participating in events for the sake of propriety or solely out of the duties of a homeroom teacher. Insincerity and falseness in upbringing are intolerable.

Such are some questions regarding the work and personal qualities of a homeroom teacher, which we consider advisable to illuminate in our pedagogical press.

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KOMSOMOL AND PIONEER ORGANIZATIONS IN SCHOOL

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WORK OF THE KOMSOMOL ORGANIZATION IN SCHOOL

Brought to life by the Bolshevik Party and its leaders Lenin and Stalin, the youth and children's communist movement in the USSR turned into a powerful factor in the communist upbringing of growing generations. As a new phenomenon of social life, organically linked with Soviet reality and developing on the basis of political, economic, and cultural achievements of the Soviet system, the youth and children's communist movement became a huge force in forming the new human of communist society.

By the present time, the Lenin-Stalin Komsomol has turned into a mass, 10-million-strong political organization of the youth of our country, becoming a powerful assistant and reliable reserve of the Bolshevik Party. "Leninist Komsomol is the advanced detachment of Soviet youth," states the greeting of the Central Committee of the All-Union Communist Party (Bolsheviks) to the 11th Congress of the All-Union Leninist Young Communist League (VLKSM), "a reliable reserve of the Bolshevik Party and its loyal assistant. Nurtured and guided by the party of Lenin — Stalin, the Young Communist League traveled a long and glorious path, raised and educated millions

of young Soviet patriots, active builders of communist society"[28].

It is precisely to the great Bolshevik Party, its leadership, and its care for the upbringing of growing generations that the Komsomol and all Soviet youth owe their bright and joyful youth, and the creation of unlimited opportunities for developing all their capabilities and talents.

There is not a single sphere of economic, political, and cultural activity in the Soviet socialist state where the Komsomol has not proven itself as an active force of communist construction.

In factories and plants, in collective and state farm fields, in the armed forces, in numerous detachments of brave Soviet conquerors of the Arctic, transformers of nature, prospectors of the depths of Soviet earth, in detachments of Soviet scientist-fighters for the development of advanced socialist science, technology, and culture — everywhere and always the Komsomol has proven itself as an effective creative force in building a communist society.

Carrying out its main task under the leadership of the party — the communist upbringing of youth — the Komsomol educated more than one generation of Soviet people with new, socialist qualities who raised the strength and might of our Motherland to an unprecedented height. From the ranks of the Komsomol came many brave heroes who magnified the glory of the socialist Motherland with their military and labor exploits.

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[28] *Resolutions and Documents of the 11th Congress of the VLKSM*, Voenizdat, 1949, p. 3.

A huge role in carrying out this task of the communist youth league was played by school Komsomol organizations, uniting at present over 1,300,000 students. Famed three-time Hero of the Soviet Union Aleksandr Pokryshkin and two-time Hero of the Soviet Union Molodchy, Heroes of the Soviet Union Nikolai Gastello and Viktor Talalikhin, Zoya Kosmodemyanskaya and Liza Chaikina, Sasha Chekalin and Aleksandr Matrosov, heroes of the "Young Guard" of Krasnodon, and many others were also raised in school Komsomol organizations.

In the period of gradual transition from socialism to communism, science and knowledge play a huge transforming role. Therefore, now, when universal mandatory seven-year education is being carried out everywhere and secondary education is expanding on a vast scale, the significance of the school equipping growing generations with modern knowledge increases immeasurably. The Soviet school, having become for the first time in history a nationwide socialist school, is a decisive means of enlightenment, communist upbringing, and education of growing generations, an effective ideological tool for strengthening and developing socialist social relations. Under these conditions, the work of the Komsomol in school acquires exceptionally great nationwide significance.

In light of implementing the decisions of the Central Committee of the All-Union Communist Party (Bolsheviks) and executive directives of Comrade Stalin on ideological questions, the Komsomol is called upon to help the party and state raise from growing generations comprehensively developed, cultured, and educated builders and defenders of a

classless society. "Komsomol must educate among youth fearless, cheerful, optimistic people, confident in their strength, ready to overcome any difficulties, fighters for the freedom and honor of our Motherland, for the cause of the party of Lenin — Stalin, for the victory of communism"[29].

Based on these directive instructions, the 11th Congress of the VLKSM in its decisions theoretically substantiated and outlined a large and effective program of work for the Young Communist League in school. Proceeding from the fact that the task of preparing comprehensively developed, active, and conscious builders of communism requires the VLKSM to introduce all youth to knowledge, culture, and science at the level of modern achievements, the congress emphasized that "the primary duty of the Komsomol is to help the Communist Party and the Soviet Government in the further development and strengthening of school, in improving educational-upbringing work among students, and in implementing the law on universal mandatory education of children."

"All activity of school Komsomol organizations," states the congress decision, "must be subordinated to educational-upbringing work conducted by directors and teachers in schools"[30].

From now on, all activity of Komsomol and Pioneer organizations constitutes not only an integral part of the educational work of the school, as was indicated in the resolution of the 12th Plenum of the Central Committee of the

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[29] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 4.
[30] *Ibid.*, p. 14.

VLKSM, but must be fully subordinated to educational-upbringing work of the school, conducted by directors and teachers.

This puts the question of the role and place of the Komsomol organization in school in a new way. The presence of Komsomol organizations in almost all seven-year and secondary schools, uniting over 50% of students in 7th–10th grades, represents a huge force called to help the director and teacher in carrying out all educational-upbringing work of the school, in organizing and mobilizing the school children's collective for the successful fulfillment of educational-upbringing tasks by the school. Therefore, all activity of the school Komsomol organization is aimed not only at ensuring the vanguard role of Komsomol members in mastering knowledge and observing discipline, but also at raising the quality of teaching and upbringing for all students, strengthening firm discipline and order in school, and strictly executing the directives of the director and teachers.

The congress determined that "distinguishing features of a Soviet student must be industry, striving for knowledge, organizational ability, comradeship, and deep respect for the collective. Komsomol members must be an example for all students in learning and discipline"[31].

Here a clear description of the student of our socialist school is given and the general tasks of the Komsomol organization in creating a cohesive and effective school collective are outlined,

[31] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 24.

as one of the most important conditions for raising the quality of educational-upbringing work of the school.

The main and decisive task of the school Komsomol organization is to help the teacher equip students with solid, deep, systematic knowledge, form a Marxist-Leninist worldview on its basis, educate patriotic consciousness and behavior in students, and form noble traits of communist morality in them. These tasks, above all, are realized in the process of educational work.

The director and teachers bear responsibility for the work of school Komsomol and Pioneer organizations. They must therefore assist school Komsomol and Pioneer organizations in every way and exercise pedagogical leadership over all types of work of these organizations in school.

The teacher under modern conditions cannot successfully fulfill the tasks of teaching and raising children without relying in their daily work on Komsomol organizations in school, without using the huge influence of Komsomol and Pioneer organizations on the entire mass of students. Therefore, daily assistance to Komsomol and Pioneer organizations in their work constitutes one of the most responsible duties of a teacher.

"Proceeding from the fact," states the decision of the 11th Congress of the VLKSM, "that an important condition for raising the quality of work of Komsomol and Pioneer organizations in school is the active participation of teachers in their activities, it is necessary that teachers deeply and comprehensively study the content and forms of work of

Komsomol and Pioneer organizations in school. Executive Komsomol bodies should provide assistance to the teaching staff in this matter"[32].

Thus, in the resolutions of the 11th Congress of the VLKSM, the main tasks, content, and general forms of joint work between the Komsomol organization and the teacher in the most successful execution of educational-upbringing work with students are defined.

The activity of school Komsomol and Pioneer organizations includes the following sections: a) educational work, b) organizational-political work, c) socially useful work, d) cultural-mass work. All these sections are organically interconnected and practically intertwined closely. But the main and leading one is educational work. All other types of activity are directed toward better organizing the educational-upbringing work of the school.

Carrying out its main task in helping the teacher equip students with knowledge, the Komsomol organization must instill in students a high sense of responsibility for learning, for successful mastery of the foundations of science, and for communist behavior. In the resolution of the 11th Congress of the VLKSM "On the Work of the Komsomol in School," it is especially emphasized:

"The main form of organizing educational work in school is the lesson. School Komsomol organizations are called upon to help directors, teachers, and homeroom teachers to ensure that students prepare well" prepared for every lesson,

[32] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 31.

conscientiously completed home assignments, behaved worthily during lessons, and strictly fulfilled teacher requirements. Organizing comrade-like help for students experiencing difficulties in mastering a particular subject, Komsomol organizations must also condemn negligent, superficial attitudes of some students toward mastering knowledge[33].

Increasing the responsibility of the school Komsomol organization for raising the quality of teaching is connected both with the fact that it has turned into a mass political organization uniting over 50% of students in 7th–10th grades, and with the fact that in upper grades, an expanded process of forming a scientific worldview occurs, transforming systematized knowledge of the foundations of science into student convictions, with broad application of this knowledge in life, in practice, and in productive labor. Hence the necessity of raising the quality of all work of the Komsomol organization in school.

On the basis of decisions of the 11th Congress of the VLKSM, school Komsomol organizations launched great work in mobilizing students for the struggle to master solid and deep knowledge, increase discipline, and establish firm Bolshevik order in school. Komsomol organizations take an active part in eliminating the overloading of schoolchildren with social and other non-academic assignments that harm the educational-upbringing work of the school; conduct great work in streamlining meetings, Pioneer gatherings, and other social events; and ensure proper distribution of Komsomol and

[33] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 23.

Pioneer assignments. They broadly organize the struggle against negative phenomena in school life and the practical work of school Komsomol organizations, such as: an unconscientious attitude of individual students toward completing classroom works, home assignments, and other academic duties assigned by teachers; poor preparation for lessons, lab work, and other academic sessions; prompting, copying, violations of discipline and order in school, etc.

It must be emphasized that, carrying out the decisions of the 11th Congress of the Komsomol, student Komsomol members in many schools are beginning to play a leading vanguard role in mastering the fundamentals of science. In schools of the largest cities of the Soviet Union—Moscow, Leningrad, Kyiv, Tbilisi, Gorky, Sverdlovsk, Molotov, Novosibirsk, Rostov-on-Don, etc.—the academic performance of Komsomol members is, as a rule, higher than that of non-Komsomol members. The vast majority of candidates for gold and silver medals are Komsomol members.

In Moscow School No. 135 in 1949, out of 44 tenth-graders, 15 graduated with gold and silver medals. All medalists, except for 3, were Komsomol members. To achieve such results, tenth-grade Komsomol groups and the entire Komsomol organization of the school had to work hard. At the beginning of the school year, the Komsomol committee, together with the homeroom teachers, set tasks for the tenth-grade Komsomol groups: to ensure the vanguard role of Komsomol members in the struggle to improve the quality of knowledge, to organize systematic year-round preparation for the matriculation examinations, and to strengthen the Komsomol group's

responsibility for the successful mastery of the curriculum material by all students in the class.

The implementation of these tasks was achieved by creating a friendly, cohesive, and efficient class Komsomol collective. The creation of this collective was ensured by the daily help of teachers to Komsomol groups, good preparation and conduct of lessons and extracurricular study activities by teachers, systematic and active work of students in lessons, systematic and planned work on homework preparation, good work of subject clubs, and the preparation and conduct of thematic reader conferences.

In many school Komsomol organizations, various forms of comrade mutual assistance to falling-behind Komsomol members and students are practiced, as well as the organization of consultation work, the creation of necessary conditions for successfully improving the quality of academic work, and so forth. Thus, in the Komsomol organization of the "In Memory of V. I. Lenin" school in Gorki near Moscow, Komsomol members and non-Komsomol members who are falling behind in certain subjects are provided with help by high-achieving comrades. This help is usually provided in a differentiated manner depending on the duration, extent, and nature of the lag, the preparation, abilities, and independent study skills of the students, and the specific possibilities of preventing academic lag.

Underperforming students are helped to review material, study again weakly mastered program sections, better prepare homework assignments, and prepare for lessons; they are helped to better organize their work and rest schedule, use time

more properly, productively, and work better independently on study material. For example, 7th-grade Komsomol member Alexei Pavlov conducted post-class sessions in three subjects with five falling-behind students during the third and fourth quarters and helped them eliminate their academic failure. 8th-grade Komsomol students—V. Zharov and Sagandukov—conducted similar work with eight underperforming students and through their help enabled them to eliminate their lag.

Komsomol members of the school A. Pavlov, Dyubanov, Novikov, committee secretary L. Borovskaya, and others, on the instructions of teachers and the Komsomol committee, inspected the home conditions of underperforming students. They spoke with parents and relatives, and then with the falling-behind students themselves. It turned out that lesson absences and academic lag among these students were caused by various reasons: some had nowhere to study at home, others were disturbed by younger brothers and sisters, for others, parents overloaded them with domestic chores, fourth lacked textbooks or lived far away, and some were simply lazy and conscientious-less regarding their studies.

Based on the reasons for academic failure identified in this manner, the following measures were carried out on the initiative of the Komsomol organization: 10th-grade student T., living 5 km from the school, was placed for the period of the fourth quarter with Komsomol member M. Student K., who lacked proper study conditions at home, was included in a study group for students living in the boarding facility; textbooks for 8th and 9th grades were allocated to the 10th grade to prepare for matriculation exams, and similar

assistance was also provided to individual students in the 7th, 8th, and 9th grades. Furthermore additional teacher sessions were organized with underperforming students: in mathematics by teacher E. N. Smirnova, in Russian language and literature by M. S. Gogoleva and P. A. Pankov.

It should be noted that similar work was carried out by Komsomol organizations of Sverdlovsk School No. 13, Kolomna School No. 26, Molotov School No. 31, Moscow School No. 580, and others.

Such organization of work contributes to the creation of a friendly and cohesive school collective. For example, in the Barda secondary school of the Azerbaijan SSR, remarkable discipline has been fostered among schoolchildren. "It is supported by Komsomol members, student organizations, and Young Pioneers. The great, warm friendship existing among students and the widely developed mutual assistance bring joy. A common phenomenon: after classes, schoolchildren gather in classrooms and, without teacher help, solve problems and complete assigned homework exercises.

Fostering collectivism is one of the main tasks on which the entire teaching staff of the school works with enthusiasm. Concern for a comrade, and individual and collective help to them, have become the law here.

And against lazy individuals, such a powerful tool as public opinion is employed. It is stern with those who neglect their paramount duty—to study well."[34]

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[34] *Uchitelskaya Gazeta* [Teachers' Newspaper], No. 28, April 13, 1949, p. 3.

In Boys' Secondary School No. 312 of the Kuibyshevsky district of Moscow, the 10th-grade Komsomol group showed initiative in the fight to completely eliminate prompting, copying, and cheat sheets, achieving the full elimination of these shortcomings in the class. At the beginning, this issue was discussed at a Komsomol group meeting, then at a class assembly, where every student pledged to fight this evil; then, following the example of this group, the entire school Komsomol organization rolled out this work. By the end of the academic year in School No. 312, prompting, copying, and cheat sheets were almost completely eradicated. In the struggle to eliminate this shortcoming, the entire student collective of the school united and bonded even closer.

Similar work is carried out with great success by the Komsomol organization of School No. 19 of the Leninsky district of Moscow.

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It is well known that the activity of the Komsomol in improving the quality of student performance is organically linked with organizational-political, socially useful, and cultural-mass work carried out by the Komsomol organization in the school.

The organizational and political work of the school Komsomol organization must reflect the specifics of Komsomol work in school, unlike the work of the Pioneer detachment, student committee, sports societies, etc.

The largest place in the organizational and political work of the school Komsomol organization should be occupied by political

education, the tasks of which were specifically defined by the 11th Congress of the All-Union Leninist Young Communist League (VLKSM).

Since political education in school, in accordance with the decisions of the 11th Congress of the VLKSM, is carried out mainly during the learning process, Komsomol organizations must achieve high student activity in classes on socio-political disciplines, systematic and diligent work on literary sources, and firm and deep mastery of the studied material.

The 11th Congress emphasized in particular that "educating students in the spirit of Soviet patriotism, boundless devotion to the cause of Lenin–Stalin is the foundation of all educational work of the Komsomol."[35]

School Komsomol organizations help teachers during class and extracurricular activities, as well as during the execution of socially useful work, to instill in students a deep understanding of the superiority of the Soviet social and state system over the bourgeois system, the superiority of Soviet socialist culture, science, ideology, and morality over decaying bourgeois science and culture.

In terms of student political education, many Komsomol organizations widely practice lectures and reports for schoolchildren on socio-political literary and natural science topics.

Thus, in many schools in Moscow, Leningrad, Kyiv, Tbilisi, Gorky, Sverdlovsk, Molotov, Novosibirsk, Irkutsk, and other

[35] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 23.

cities and villages of the Soviet Union, the following lectures were delivered to students:

1. School years of V. I. Lenin and I. V. Stalin.
2. The USSR—bulwark of peace and security of peoples.
3. The superiority of the Soviet social and state system over the bourgeois system.
4. Love for the socialist Motherland—a life-giving source of self-sacrificing labor of Soviet people.
5. Pushkin—the greatest Russian national poet.
6. Michurinist biological science and its significance for the development of socialist agriculture.
7. Russian inventor Mozhaysky—creator of the world's first airplane.

Komsomol committees and senior class groups actively participate in organizing reports on internal and international policies of the USSR. Conducting weekly political briefings in grades 5–10, organizing exhibitions about the life and activities of the leaders of the Bolshevik Party, and the greatest representatives of domestic science and art are becoming a daily phenomenon in school life (School No. 107 of Leningrad; School No. 29 of Moscow, etc.). This work is conducted under the guidance of teachers.

At a meeting of teachers from the city of Chkalovsk with delegates of the 11th Congress of the VLKSM, a teacher from Tsurekhov Secondary School (Gorky Oblast), Comrade Kolokolnikov, awarded the Order of Lenin, said: "I am already about 80 years old, and for more than half a century I have

worked in my school. My primary assistants in the complex matter of youth upbringing have always been teachers and students—members of the glorious Lenin-Stalin Komsomol. Together with my young comrades, I will now pay even more attention to educating the younger generation, igniting in them a great love for the motherland, the party, and dear Stalin!"[36]

All work of the Komsomol organization in school must be carried out according to a clearly developed plan. Teachers are obliged to take an active part in drawing up the work plan for both the Komsomol committee and Komsomol groups.

The work plan of the Komsomol organization is an integral part of the unified plan of educational work in the school. It is developed with the participation of the principal and teachers, mandatory discussion in the pedagogical council, and approval by the school principal. It is advisable to draft the plan for each academic quarter. However, for large events requiring significant organizational work and long preparation (reader conferences, debates, organizing club work, lecture series, exhibitions, Olympiads, etc.), work should be planned for a longer period, and certain events for the entire school year. The work plan of a Komsomol group is drawn up with the participation of the homeroom teacher as part of the general plan of the Komsomol committee and approved by the general meeting of the group.

A special place in planning and in all work of the Komsomol organization is occupied by Komsomol meetings—school-wide, class, and group meetings, their preparation and

[36] *Uchitelskaya Gazeta*, No. 36, May 11, 1949, p. 2.

execution. Komsomol meetings should turn into a militant school for increasing political activity and initiative among VLKSM members, ideological-political education of Komsomol members and students, and raising them in the spirit of organization and discipline.

"Komsomol meetings in schools," states the resolution of the 11th Congress of the VLKSM, "must in every way assist teachers in successfully conducting educational and upbringing work."[37] Komsomol meetings are a school for educating creative initiative and independence in Komsomol members, a means of forming in them the qualities necessary for active participants in the political life of the country. Therefore, every Komsomol meeting must be carefully prepared. School leadership, homeroom teachers, and teachers necessarily attend and participate in Komsomol meetings, as do non-Komsomol students.

Active participation of the teacher in the daily life of the school Komsomol organization and assistance to it provide the teacher with the opportunity to know the needs and demands of Komsomol members deeper and more comprehensively, and to skillfully direct their initiative and activity toward fulfilling the primary educational and upbringing tasks of the school.

Convening group, class, and school-wide Komsomol meetings to discuss tasks for the upcoming academic quarter, results of a given academic quarter, academic results of Komsomol groups and individual top-performing, passing, and falling-behind Komsomol members becomes a system in the work of the

[37] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 32.

school Komsomol organization. Active participation of all Komsomol members in such meetings, uniting and consolidating the mass of Komsomol members around fulfilling the main and leading sections of the Komsomol organization's work, and raising the responsibility of each Komsomol member for the school's educational work as a whole has immense educational significance.

Thus, in Secondary School No. 4 in Tula, a school-wide Komsomol meeting was held with the participation of all homeroom teachers to discuss preparation for tests and exams. The head of instruction characterized the results of the 3rd quarter and set the most important task before the Komsomol members: to prepare well for tests themselves, assist teachers in preparing all school students for tests and exams, pass them successfully, and thereby ensure the vanguard role of Komsomol members in studying. The best students and top-achieving Komsomol members shared their experience at this meeting, explaining how they prepare for tests, review covered material, plan their studies, work with textbooks, overcome encountered difficulties, and assist falling-behind comrades.

In School No. 13 in Sverdlovsk, the plan for preparing and conducting such meetings is developed by the Komsomol committee with the active participation of the principal and homeroom teachers. The plan is then reviewed by the school's pedagogical council. At meetings, which go very well, concrete measures are outlined during discussions for the Komsomol organization as a whole, for Komsomol groups, and for individual Komsomol members in terms of improving quality of knowledge and eliminating existing flaws in academic work.

Measures include establishing a regimen for independent student work on study material, equipping subject cabinets, organizing independent work within them, organizing consultation work, peer mutual aid, student rest, and so forth.

The 11th Congress pointed out that "VLKSM committees in schools must strengthen guidance of Komsomol groups, provide them with help in working with students, and improve work with group organizers in every way possible."[38] Now, based on the congress's decisions, the work of Komsomol committees and Komsomol groups has become more organized and planned. At Komsomol committee meetings and group Komsomol meetings, with the participation of teachers and homeroom teachers, issues regarding the quality of academic work are primarily discussed, self-reports of Komsomol members and students who have well-organized their work on completing homework, preparing for each lesson, and studying additional literature to pass their experience to other Komsomol members and students are heard. Along with this, committee meetings systematically discuss issues regarding the academic work of falling-behind Komsomol members or those who received bad grades in a particular subject, and in each individual case, concrete measures are taken to raise their academic performance.

For example, in the "In Memory of V. I. Lenin" school during the 3rd and 4th quarters, issues of improving the performance of 12 Komsomol members were discussed at Komsomol committee meetings and in Komsomol groups. Thanks to the educational influence of the Komsomol organization, its

[38] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 32.

assistance and supervision, these Komsomol members raised their performance in 7 subjects by the beginning of the 4th quarter.

In the arsenal of educational tools used by Komsomol organizations on students to improve academic performance, a prominent place is occupied by reports and talks on the childhood and school years of the leaders and major figures of the Bolshevik Party, Heroes of the Soviet Union—Komsomol members and other figures of our country. In Komsomol organizations of schools in Rostov Oblast, for example, talks are held on topics such as: "How V. I. Lenin Studied," "How I. V. Stalin Studied," and "Schooling of Zoya Kosmodemyanskaya."

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It is well known that well-organized extracurricular, out-of-school, and socially useful work, subordinated to the educational and upbringing tasks of the school, serves as an effective means of deepening and expanding student knowledge acquired in class, and is one of the active forms of connecting this knowledge with life and the practice of building communism.

The 11th Congress of the VLKSM devoted great attention to these issues and recommended that Komsomol organizations assist teachers in organizing clubs, exhibitions, contests, debates, reader conferences, etc., familiarize students with the history and achievements of domestic science and technology, take an active part in equipping school cabinets, and develop artistic self-activity.

The Congress specifically emphasized the provision that "the Komsomol is obliged to daily educate youth in the spirit of deep respect and love for socialist labor, readiness to perform any work necessary for the Motherland. Studying youth must take a feasible part in socially useful labor: assist in equipping schools, in the radiofication and electrification of schools and kolkhoz houses, work on school plots, etc."[39]

These instructions from the congress are successfully implemented by school Komsomol organizations. To deepen and expand student knowledge in various subjects, on the initiative of Komsomol organizations, work in existing clubs was revived and a broad network of subject and technical clubs was newly created in many schools, with Komsomol members forming the most active core.

Thus, the Komsomol organization of School No. 58 in Odesa helps female students better prepare for exams. In the independent study room, students can get answers to all unclear questions, find textbooks, supplementary literature, and materials for club work. This positively affects classes. 9th-grade student P. corrected two bad marks in one week.

Student R., who had failing grades in physics and Russian literature, began receiving only good marks.

On the initiative of Komsomol members and with their active participation, the work of all subject clubs was revitalized. With the help of literature teacher K. N. Nekrasova, female students reviewed individual topics related to the work of

[39] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 30.

Gogol, Chernyshevsky, L. N. Tolstoy, and other classics of Russian literature during literary club meetings.

Subject club activities in physics, mathematics, and Russian literature, along with review lectures on individual subjects conducted by teachers, help students better master covered material.

In some cities and schools, on the initiative of Komsomol organizations, lecture halls, museums, and local lore cabinets were created, and conferences were held dedicated to studying individual scientific questions and works of Russian classical and Soviet literature; debates were organized on various issues of science, technology, literature, art, communist morality, labor, and daily life.

In many schools, Komsomol students deliver reports of a worldview nature. For instance, 9th and 10th-grade Komsomol members of School No. 4 in Tula gave reports on the topics:

1. Darwin's Teaching.
2. Works of the Founder of Comparative Embryology, O. A. Kovalevsky.
3. K. A. Timiryazev.
4. The Great Transformer of Nature, Michurin.
5. Scientific Discoveries of T. D. Lysenko and Their Significance for Socialist Agriculture.

In the same school during the past and current academic years, conferences on chemistry and physics were conducted on the initiative of the Komsomol organization. The chemistry conference was dedicated to the brilliant discoveries of the

great Russian scientist D. I. Mendeleev. It was carefully prepared by chemistry teacher V. N. Samokhvalova and a group of 9th-grade Komsomol members.

At the conference, student reports were heard: 1) Life and Beginning of Scientific Activity of D. I. Mendeleev, 2) Mendeleev—Creator of the "Periodic System of Elements", 3) Mendeleev as Harbinger and Founder of chemicalization of the national economy in our country. After the reports, which were heard with great attention, 6 students spoke (4 of them Komsomol members), emphasizing the world significance of Mendeleev's work on creating the periodic system of elements.

The second conference was dedicated to the problem of the atom and intra-atomic energy. Taking into account the students' great interest in this problem, the Komsomol committee put forward a proposal to dedicate a special conference to it. 9th-grade Komsomol student G. was tasked with preparing a report on "The Problem of the Atom and Intra-Atomic Energy and the Materiality of the World." Besides the main speaker's presentation, three co-reports were prepared to show and present material on the development of the atom and intra-atomic energy problem by Soviet physicist-scientists, as well as the industrial significance of discovering intra-atomic energy.

The conference was held with high engagement. It served as an impetus for students to read additional literature on physics, dialectical materialism, and selected philosophical works of V. I. Lenin and I. V. Stalin. Such conferences on various subjects were conducted in many schools (Leningrad School No. 107,

etc.). The guiding and directing role in conducting these conferences belonged to teachers and homeroom teachers.

In a vast number of schools, Komsomol organizations initiate reader conferences based on works of fiction. In the "In Memory of V. I. Lenin" school, a conference was held on the topic "My Favorite Book." Two books were discussed: *We Are Soviet People* by B. Polevoy and *White Birch* by M. Bubennov. In student reports and speeches heard at the conference, the following questions were highlighted:

1. Brief content and ideological orientation of the work.
2. Party spirit and patriotic striving of the work.
3. Especially significant and interesting chapters and passages of the book.
4. Main character portrayals in the work.
5. The best traits of modern Soviet man in positive characters of the work.
6. Similarities and differences between the traits of positive heroes and those of Gorky's legendary characters.
7. Reasons for the appearance of negative characters in the work and the inevitability of their demise.
8. Language of the work.

In the 1948/49 school year, a very major event in the life of the Komsomol organization and the school as a whole, and an effective means of patriotic education for students, was the organization, preparation, and execution of Pushkin readings

during the 3rd and 4th quarters, in which Komsomol members took the main part.

Out of fifteen reports heard at the readings, 14 were given by Komsomol members, covering topics such as: "Pushkin and the Decembrists," "Pushkin on Capitalism," "Pushkin and Our Modernity," "Pushkin the Patriot." At the readings, Komsomol members performed recitations of various works by Pushkin, some of which were accompanied by musical and vocal performances.

Additionally, on Komsomol initiative, the school management announced an essay contest for the best piece on the Pushkin anniversary. 22 essays were submitted, 16 of them by Komsomol members. 10th-grade Komsomol student Z. in his essay on "Pushkin's Attitude toward Capitalism and Serfdom" notes: "Pushkin condemned capitalism, which, on one hand, is 'cold barbarism', and on the other—'frightful poverty'..."

Pushkin was the first European writer to publish an article about the United States of America. In his eyes, bourgeois America was a country of "relentless egoism and passion for pleasure," a land of "negro slavery," a country of "greed and envy." He showed all the injustice and inhumanity of Native American oppression. Pushkin very accurately identified the future path of America's development and proved correct, emphasizing that "America brought the indigenous population its gifts in the form of enslavement, oppression, discrimination, and extermination."

A very interesting essay was written by 6th-grade student S. on the topic "Why I Love Pushkin." This essay concludes with the

following words: "I am happy to live in a country that gave the world Pushkin, Lermontov, Tolstoy, Gorky, Mayakovsky, in a country marked by the genius of Lenin and Stalin. Pushkin's prophetic words came true: 'And on the ruins of autocracy, our names will be inscribed'. We write great names on the palaces of Soviet power."

Events associated with Pushkin Days and reader conferences are conducted in other schools as well.

In Tulun Secondary School of Irkutsk Oblast, on Komsomol initiative, an in-depth study of Fadeyev's work *The Young Guard* was organized. Teacher Sorina, together with a group of students, prepared and delivered a lecture for senior students from several schools on the heroes of Krasnodon.

In School No. 9 in Irkutsk, the Komsomol organization prepared and conducted a debate evening dedicated to discussing the novel *The Young Guard*.

Komsomol school students from Stary Oskol organized a trip to the town of Krasnodon to learn about the activities of the underground Komsomol organization—"The Young Guard." They met with parents and schoolteachers who taught the heroes, held a series of talks, and recorded stories from the heroes' parents and teachers. On-site study of the glorious deeds and heroic acts of the Young Guard members, combined with stories from the parents and teachers who raised these immortal heroes, enabled a deeper and more comprehensive understanding of the ideological, patriotic, and moral character of the Young Guards, significantly deepening and expanding the patriotic consciousness and feelings of Komsomol students.

Upon returning from Krasnodon, Komsomol members gave reports and presentations at assemblies of students, parents, and youth of Stary Oskol.

Great work is carried out by school Komsomol organizations in terms of socially useful events, helping kolkhozes, sovkhozes, the school, children's homes, and other out-of-school institutions.

Thus, Komsomol organizations of Siversky Secondary School in Leningrad Oblast, Serenovsky Seven-Year School in Yaroslavl Oblast, Schools No. 204 and 580 in Moscow, School No. 31 in Molotov, and others provide great help to teachers in equipping and setting up history, geography, physics, chemistry, biology, and Pioneer rooms, in radiofication and electrification of schools, in creating exemplary school-adjacent plots, planting orchards, berry patches, flowerbeds, and constructing equipped, well-arranged sports fields.

Komsomol members and Young Pioneers of Boys' Secondary School No. 657 of Kuibyshevsky district in Moscow, under the guidance of a physics teacher, built 30 radio receivers and installed them in their sponsored collective farm.

In School No. 312 of Kuibyshevsky district in Moscow, under the guidance of teachers and the Komsomol committee, a school plot was established by Komsomol members, Pioneers, and students, planting a Michurinist orchard with apple trees, pears, plums, gooseberries, raspberries, and currants, and creating flowerbeds.

The Komsomol organization of Boys' Secondary School No. 310 of Kuibyshevsky district in Moscow took an active part in

laying out and planting Pushkin Garden (near the school, where Pushkin once visited and lived nearby). During the summer of 1949, 60 young naturalists worked there. Furthermore, in the school's neighborhood throughout the summer, Komsomol members and Pioneers maintained and protected green spaces.

School Komsomol and Pioneer organizations also take active part in producing visual aids: tables, maps of the country's industrial regions, diagrams, albums, mockups, etc.

It is well known that the 11th Congress of the VLKSM paid special attention to Komsomol work among orphaned children and improving educational work in children's homes. The Congress obligated Komsomol organizations to surround orphaned children with constant care and attention, provide daily assistance to public education authorities in improving material and living conditions, raise the quality of education and upbringing of these children, as well as enhance their preparation for practical activities. The Congress recognized the necessity to "equip educational workshops through Komsomol organizations in most children's homes during the 1949/50 school year, plant fruit/berry orchards at children's homes, and finish equipping sports fields, Pioneer rooms, and corners this year."[40] Komsomol organizations must take an active part in job placement for teenagers raised in children's homes.

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[40] *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, pp. 33–34.

The tasks of the Komsomol in guiding the Pioneer organization are immense, responsible, and honorable. Guided by Party directives, the 11th Congress of the VLKSM outlined a large and effective program to improve the quality of all Pioneer work based on generalizing the vast positive practical experience of the Pioneer movement in the USSR.

The Congress emphasized that under current conditions, when the Pioneer organization has turned into a powerful mass political organization of Soviet children, uniting over 14 million schoolchildren, and when its influence on the communist education of children is constantly growing, it requires a decisive elimination of routine, cookie-cutter approaches, copying Komsomol work, dryness, formalism, and ignoring the demands of Soviet children in Pioneer detachments and troops.

In the newly revised VLKSM Statute, a special 8th section is dedicated to the Pioneer organization. By this decision, the 11th Congress of the VLKSM organizationally and politically solidified the Pioneer organization's position in the overall school educational system, defined the forms and structure of Komsomol leadership over the Pioneer organization, and set the general direction of its activities. The VLKSM Statute establishes that Komsomol organizations in schools create children's communist organizations of Young Pioneers named after V. I. Lenin, operating under VLKSM guidance.

"The Young Pioneer Organization must," states the VLKSM Statute, "assist in educating Young Pioneers and schoolchildren in the spirit of Soviet patriotism, develop

children's love for knowledge, labor, discipline, neatness, and respect for elders..."

Komsomol organizations must daily guide the work of Pioneer detachments and troops, develop Pioneer initiative, and ensure that every Pioneer serves as an example for students in academic work and discipline.[41]

The VLKSM Statute obligates Komsomol organizations to care for Pioneer camps, palaces and houses of Pioneers, Pioneer rooms, sports grounds, theaters, cinemas, children's technical and tourist stations, young naturalist stations, etc.

The Congress determined that all Pioneer organization work must be directed primarily toward educating children in the spirit of active Soviet patriotism and Soviet national pride, selfless devotion to the socialist Motherland and the great Communist Party.

"The Pioneer Organization," states the congress resolution, "is called upon to assist teaching staff in instilling in schoolchildren a socialist attitude toward studying and socially useful labor; to help students study well, develop curiosity, inquisitiveness, persistence, love of work, and the desire to actively participate in the life of the school collective."[42]

The activities of Pioneer detachments and troops should be directed toward strengthening and developing the socialist school, boosting, and perfecting its educational and upbringing work.

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41 *Resolutions and Documents of the 11th Congress of the VLKSM*, 1949, p. 63.
42 *Ibid.*, p. 32.

The Congress pointed out that "the content, forms, and methods of work with Young Pioneers must correspond to children's age characteristics and their healthy interests and demands. Work in squads, detachments, and troops should be conducted on the basis of activity and initiative of the Pioneers themselves, developing children's initiative under the guidance of school principals, teachers, and homeroom teachers."[43]

We see that the congress re-emphasized the guiding role of the teacher in expanding Pioneer organization work, improving Pioneer meeting quality, enhancing content, perfecting forms, and activating methods. The Congress specifically noted the necessity to raise the role of the troop leader, pay more attention, care, and provide concrete help to troop leaders in their complex and responsible work.

Congress decisions outlined a concrete program of Komsomol organization work in delivering general and pedagogical training and retraining for Pioneer troop leaders.

Congress decisions regarding Pioneer organization work and strengthening Komsomol guidance over it across all detachments and troops were met with immense enthusiasm.

In Girls' Secondary School No. 644 of Kuibyshevsky district in Moscow, guidance over the Pioneer troop by the Komsomol organization improved significantly. Thanks to Komsomol assistance during the 4th quarter, out of 700 Pioneers, only 14 received failing marks in individual subjects. The Komsomol organization helped conduct engaging thematic troop and detachment meetings.

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[43] *Ibid.*

For example, a troop meeting was held on "Friendship of the USSR Peoples," where each 5th–7th grade detachment prepared material on individual republics and organized correspondence with school detachments in the UkrSSR, Karelo-Finnish SSR, and Moldavian SSR. These materials were prepared so well that after the troop meeting, they were transferred to the school library and methodology cabinet to be used by students preparing for exams.

The Komsomol organization, together with teachers and Pioneer troop leaders, prepared and conducted reader conferences for detachments on the theme "Leninist Pioneers" based on the books *Timur and His Team*, *The Great Stand*, *The Little One*, *The Pleiades*, and *Vasek Trubachev and His Comrades*.

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In light of the 11th VLKSM Congress decisions regarding Komsomol work in schools, the work of the homeroom teacher with the Komsomol group acquires special significance.

The homeroom teacher, in conducting all educational and training work with students, must rely on the class Komsomol group, fully utilizing the vast organizational, political, and pedagogical possibilities of the school Komsomol organization. That is why the homeroom teacher's work with the Komsomol group is of vital importance in achieving the tasks of Komsomol activity in school. It plays a huge role in creating a friendly and cohesive collective. Currently, senior class homeroom teachers in many schools, armed with the decisions of the 11th Congress of the VLKSM, work in close contact

with Komsomol groups, relying on them to organize and execute all main educational and upbringing events. Therefore, the experience of top homeroom teachers working with Komsomol groups must be synthesized and disseminated.

Extensive work over several years was conducted by O. M. Kritsky, a teacher at School No. 10 of the Moscow-Kursk Railway and 10th-grade homeroom teacher (a class he led starting from the 8th grade). Comrade Kritsky began his work as a homeroom teacher by organizing the Komsomol collective as the most organized and active core of the class collective as a whole.

"Entering upon work in the autumn of 1945," notes O. M. Kritsky, "I set myself the task of cultivating a class active core. Komsomol members naturally had to become this leading force. At that time, out of 35 students, only 4 were Komsomol members. I proceeded from the premise that the growth of the Komsomol group is a key prerequisite for successful ideological education of students and, at the same time, an indicator of its results. Therefore, I made it a rule to assist the Komsomol group. This help was provided mainly in two directions: in advice on drafting the Komsomol work plan tailored to class specifics, and in active participation in Komsomol meetings."[44]

Thus, based on general class educational tasks and considering specific conditions, a plan for Komsomol group educational work was drawn up for each academic quarter. Special

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[44] O. M. Kritsky, *Work of the Homeroom Teacher with a Komsomol Group*, p. 1. Sector of Education Materials, Institute of Theory and History of Pedagogy, APN RSFSR.

attention in the plan was paid to group Komsomol meetings. The homeroom teacher sought to help the group organizer turn group meetings into a school of political education for Komsomol members and class students.

For meeting preparation, guiding materials from main Komsomol press organs were used—*Komsomolskaya Pravda*, *Young Bolshevik*, etc. Materials from these press organs were used especially widely in bringing up and discussing questions at meetings such as: criticism and self-criticism in the school Komsomol system, friendship and comradeship, remnants of capitalism in people's consciousness and the necessity of combating them, etc.

In the homeroom teacher's work with the Komsomol group, significant attention was paid to student political education. In the 9th grade, this work took the form of political briefings focused mainly on current event overviews. By the end of the 9th year of study, key issues of current political life were brought up for discussion.

In the 10th grade, this work began with studying the "Declaration" adopted at the meeting of representatives of several Communist Parties in Warsaw in September 1947, and the report by A. A. Zhdanov at that meeting. The primary method of instruction was discussion.

During discussions on this topic, special emphasis was placed on the great role of the Soviet Union leading the democratic, anti-imperialist camp, and the role of People's Democracy countries. It was also well revealed and explained that the USA had become the center of world imperialist reaction. The

homeroom teacher revisited this topic multiple times in subsequent sessions, drawing heavily on newspaper material (*Pravda*, *Izvestia*, *Literaturnaya Gazeta*, etc.). Specifically, articles used included "He Was Awarded by Hitler," "Harry Truman's Short Memory," articles on the Marshall Plan, etc.

Similarly, sessions were held dedicated to Comrade Molotov's report, "Thirtieth Anniversary of the Great October Socialist Revolution." On this topic, as on others, Komsomol members prepared thoroughly. The discussion was conducted according to the following plan:

1. Periods of our completed 30-year journey.
2. Transformations that occurred in our country over 30 years and their major results.
3. The wise Stalinist peace policy.
4. The role of the Soviet Union in the Second World War.
5. The greatest role of Comrade Stalin.
6. Comrade Stalin on the tasks of post-war development of the Soviet Union.
7. The ruinous nature for capitalism of the aggressive, imperialist policy pursued by the ruling cliques of the USA and England.
8. The essence of the "third force" theory.

Conducting political education work throughout the school year in the Komsomol group and the class, the homeroom teacher sought not only to raise the political level of the students, but also to shape a communist worldview in them,

decisively eradicating the remnants of capitalism in their minds. The main thing that the homeroom teacher sought to achieve in the process of political education work was the mandatory combination of theoretical issues with their concrete application in practice and, if possible, the resolution of individual issues right here at the given meeting.

Systematic work with Komsomol members led to the fact that class 10 became almost entirely Komsomol. All students successfully completed the high school course and during state exams for the high school diploma showed solid and deep knowledge, demonstrated the ability to apply it in practice, the ability to understand current political issues, readiness to put the policy of the Bolshevik Party into practice, and to give their strength to serving the great socialist Motherland.

Interesting work with the class's Komsomol group has also been carried out for several years by I. I. Babushkin, a teacher at Chapaevsk Secondary School No. 2, Kuibyshev Region. Starting his work as a homeroom teacher in the upper grades, he first studies the composition of the class, gets acquainted in detail with the Komsomol core, its work, and its influence on the rest of the students. After this, the homeroom teacher sets the task of nurturing activists and creating a united, cohesive, and capable class collective. The homeroom teacher considers the Komsomol group to be the active core and effective force in solving this problem.

At the beginning of the last school year, upon arriving in a new class as a homeroom teacher, I. I. Babushkin encountered deep-rooted mutual concealment (*krugovaya poruka*) and lack of discipline among a significant portion of the students. In order

to eliminate these shortcomings, the homeroom teacher set himself the task of raising the socialist self-awareness of the students. To do this, first of all, it was necessary to rely on the Komsomol group, replenish its membership, build its authority, and increase its influence on the students.

To address all issues related to raising the authority of the class Komsomol group, the homeroom teacher organized an in-depth study with the Komsomol members of V. I. Lenin's speech at the 3rd Komsomol Congress, V. V. Stalin's speech at the 8th Komsomol Congress, and the Statute and Program of the All-Union Leninist Young Communist League (VLKSM). In-depth study of these documents was conducted according to the following plan: what a real Komsomol member should be, what their tasks and primary duties are, and what their vanguard role in studies and social work should consist of. Based on these documents, the students prepared 6 reports, which were heard at open meetings of the Komsomol group and were necessarily linked to the ongoing academic and educational work of the class.

Work conducted in this manner yielded positive results.

By the end of the first quarter, discipline in the class had improved, and mutual concealment was eliminated. In the second quarter, the authority and influence of the Komsomol group grew noticeably, and 8 students submitted applications to join the Komsomol. The class's Komsomol collective grew stronger and became an increasingly tangible active and organizing core of the class, fighting for its honor and for the honor of the school.

Based on the success achieved in the first half of the year, the homeroom teacher, together with the Komsomol group, set the task of consolidating the results achieved and improving academic performance. For this purpose, students with poor speech skills received additional tutoring, were assigned to give reports in study circles, and speak at meetings. Students with weak cultural development worked additionally on specially selected literature; they were recommended to listen to a specific series of lectures and watch certain theatrical plays theatrical productions, and motion pictures. In addition, approximately every 10 days, the homeroom teacher, together with the group organizer (*groupporg*), convened short class meetings where the results of studies over the ten-day period were discussed and measures for the future were outlined.

Such work yielded positive results. By graduation from school, the class where Comrade Babushkin was the homeroom teacher became fully Komsomol. In the high school diploma examinations, the students demonstrated good knowledge; the overwhelming majority passed the exams with grades of "4" and "5"; the students showed abilities and skills to apply the acquired knowledge in practice, demonstrated an understanding of the policies of the Bolshevik Party and a readiness to put them into practice, and proved their devotion to the great socialist Motherland, the party of Lenin — Stalin.

Thus, the experience of a teacher's work with a Komsomol group is of great practical importance and shows how necessary it is to utilize the rich opportunities available for organizing and raising the profile of this important area of Komsomol work in school.

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It is not difficult to see that the conditions and content of educational work in Soviet schools provide the broadest opportunities for school Komsomol and Pioneer organizations to display their creative initiative and leadership in improving the quality of teaching and educating students in every way. Close cooperation with the teaching staff and assistance from teachers in the work of the school Komsomol organization ensures its planned, clear, and pedagogically well-thought-out structure.

A teacher who relies on the Komsomol organization in their work and exercises pedagogical leadership over the main types of Komsomol activity in school achieves, and will continue to achieve, high results in educational work and in the ideological preparation of students.

Addressing upper-grade students of schools in the Leninsky district of Moscow, M. I. Kalinin emphasized: “To live a great, ideological life means to live with the social interests of the most advanced and progressive class of one’s time, and at the present time — the interests of the Soviet people, the socialist motherland. If you live with such interests, if all your thoughts are directed towards exalting your people even more, raising the economic and military power of your motherland even higher, if you give all your strength to the struggle for the complete victory of communism, and this great idea dominates your consciousness, then I have no doubt that you will truly live a great life".

All decisions of the 11th Congress of the VLKSM are aimed at educating new people from the growing generations — creators of a new communist world, capable of raising even higher the economic, political, military, cultural, and scientific-technical power of the victorious Soviet state, and raising a brave generation of young Soviet patriots.

The decisions of the 11th Congress of the VLKSM are of very great importance for the theory and practice of communist education and represent a new, effective contribution by the Komsomol to pedagogical science. Therefore, teachers, public education workers, and figures of Soviet pedagogical science must deeply study the decisions of the 11th Congress of the VLKSM and actively fight to translate them into reality.

The decisions of the congress reflect the care of the Party and Comrade Stalin for the education and preparation of the younger generations for life and activity in a communist society.

That is why we, together with the delegates of the 11th Congress — representatives of the mighty Komsomol tribe — wish our dear Comrade Stalin good health for many years to come, with all our hearts, for the joy and happiness of the Soviet people, for the good of all progressive humanity!

Our sky is clear and crystal-like,

The people surrounded us with care.

And Your life, Your path, Comrade Stalin,

All youth takes as an example for themselves,

Love for You and loyalty to the Fatherland

Lives and breathes the youth of the country!

Comrade Stalin!

By the Sun of Your life

All corners of the earth are illuminated!

"*Soviet Pedagogy", 1949, No. 7.*

L. V. LUTSKOVA

Director of Boys' Secondary School No. 273, Moscow

KOMSOMOL ASSISTANCE TO TEACHERS IN EDUCATING STUDENTS

In 1943, 900 new male students poured into our school, which henceforth was to become a boys' school.

Many of the newcomers had lost relatives during the war, had already been to several schools, were undisciplined, spoke all at once, did not know how to listen to others, and did not want to study. The teaching staff faced a huge task: from poorly organized and undisciplined children, to raise Soviet patriots devoted to the people and the Motherland, people with strong willpower, capable of strenuous mental and physical labor, with a highly developed sense of duty. In this work on the ideological and political development and education of children and adolescents, a major role was played by the school's Komsomol organization.

V. I. Lenin repeatedly expressed the idea that youth should participate in socially useful labor. We placed this Leninist instruction at the core of educational work in the school. Our Komsomol members know that they must help their comrades, work not only for themselves, but also for the school, for the collective, and for the Motherland. By leading the student committee (*uchkom*), the council of the Pioneer troop, participating in political-mass, sports, and technical work, monitoring and checking the work of students — Komsomol members and Pioneers — the Komsomol thereby helps

teachers in the struggle for high academic achievement, conscious discipline, and ideological foundation in student education.

In carrying out V. I. Lenin’s instructions regarding youth participation in socially productive labor, we strictly monitor and prevent overloading Komsomol activists. We set things up so that social work does not obscure the students' primary and main duty — studying. Every Komsomol member in our school carries out only one specific social assignment.

Carefully, thoughtfully, without suppressing youth initiative, we accustom Komsomol members to conduct social work among students plan and account for it, learn to manage themselves, demand from others, and submit to the decisions of the collective.

At the beginning of the year, and then every quarter, the school director gives reports at Komsomol meetings on current tasks facing the school, individual classes, and school organizations and students.

School Komsomol members consider the struggle for solid, deep knowledge to be their patriotic duty. This struggle is closely intertwined in our work with developing the consciousness of the students.

In developing the consciousness of students, we pay special attention to two aspects. The first of these is **nurturing a sense of responsibility**. Teachers, homeroom teachers, and under their leadership, Komsomol members — troop leaders (*vozhatye*), group organizers (*groupporgs*) — frequently present students with the question of their duties, for the strict

and unswerving performance of which they must bear responsibility.

Homeroom teachers Z. V. Sokolova and T. F. Shilova work hard on nurturing a sense of responsibility in students.

Comrade Z. V. Sokolova, in order to develop a sense of responsibility in students, gives them specific homework assignments which she regularly checks and grades. If assignments are completed carelessly, messily, or with errors, she demands that they be redone and checks them again. Regular checking and grading of assignments raised student interest in them, the number of good papers increased, and students began to study more seriously.

Homeroom teacher T. F. Shilova believes that the most important condition for nurturing a sense of responsibility in students is the personal example of the teacher, their accuracy and tidiness, and she strictly adheres to this in her work. For example, tomorrow students must be handed back their classwork and homework notebooks, but they have not been checked yet. Today, T. F. Shilova went with the students on a cross-country run and returned at 8 p.m. It would seem the notebooks would not be checked. However, she remains true to her rule: notebooks are checked by her and handed out on time.

In order to involve Komsomol members in the work of developing consciousness in students, we presented a report for them raising the issue of the influence of top students' examples on nurturing a sense of responsibility and the role of a well-cohesive collective in this process.

Komsomol members at our school are valuable assistants to teachers in developing students' conscious attitude toward their duties and a sense of responsibility. It is enough to attend Komsomol group meetings, listen to the speeches of group organizers (*grouppor*gs) and group members discussing the lack of discipline of a particular Komsomol member or their unconscious attitude toward fulfilling school duties and public assignments to see this.

Let me give an example: a 9th-grade student talked during lessons and responded rudely to teachers' remarks. He was summoned to a Komsomol group meeting. The question was put to him like this: a Komsomol member should be an example for others, but you interfere with the teacher, distract your comrades..., feel no responsibility to the group. Where is your Komsomol consciousness?.. Or do you not want to be a Komsomol member?

Blushing, agitated, and ashamed, the young man asked his comrades to forgive him. Although he had transgressed, he considered himself part of the collective and had no intention of breaking away from it. He admitted his fault and subsequently corrected his behavior.

Another example. Komsomol member O. was appointed leader of one of the school's Pioneer detachments. He treated his work carelessly and did not attend the detachment. The question regarding O. was brought before the Komsomol group. His actions were severely condemned by the group. The offender promised to correct his mistake. He took up the work seriously, and soon the Pioneer detachment he led became one of the best in the school.

Every Komsomol member in our school knows that they will answer to their Komsomol group and, possibly, to the Komsomol committee for a negligent attitude toward learning. And this is indeed true. Receiving a failing grade ("2") as a Komsomol member is an event in the group that causes alarm. The group organizer does not remain indifferent. He consults with the homeroom teacher, finds out the reasons for the failing grade, and depending on the nature of these reasons, the group makes an appropriate decision: impose a Komsomol penalty on the young man, assign a good student to "pull up" the lagging student, or finally, if the Komsomol member receives bad grades repeatedly, refer his case to the Komsomol committee. All such decisions are very effective. The authority of the Komsomol organization in the school is high, and every Komsomol member takes responsibility for decisions made regarding them by the Komsomol group or committee.

It must be said that the work of Komsomol members requires daily attention from homeroom teachers and the school principal. Their assistance does not happen automatically — without any effort on our part. Here is how N. V. Zhukova, homeroom teacher of class 9, describes her work with Komsomol members:

> “In my class, there are 29 students, 21 of whom are Komsomol members. Taking over the class, I soon became convinced that while relying on the Komsomol members — the best, advanced part of the class — I must at the same time continue their education. After all, they are still young, and much in them has not yet settled or been defined. The

> former group organizer (*groupporg*) I. proved to be too soft and poorly suited for his role. The group's work had weakened. The first group meeting that I. held in my presence was contentless and disorganized. The majority of Komsomol members displayed indifference to the questions raised.

My work with the Komsomol members in this case came down to developing their consciousness. The question was put like this:

> 'You are Komsomol members and know your duties. But you have, as they say, "demagnetized," stopped watching yourselves, and gone with the flow. Where is your consciousness? Where is the understanding that you are Komsomol members? I want whatever good there is in each of you to be revealed, to show itself, so that you overcome what prevents you from being real Komsomol members...'

I pointed out to I. that as group organizer he must overcome his softness and become a real leader of the group. To Komsomol member B., I pointed out the need to be more restrained in lessons.

> 'Cheerfulness,' I said, 'is a good quality. But in lessons, one must be serious and moderate excessive displays of merriment'.

We conducted a conversation at group meetings on the topic 'Why people who possess intelligence and ability sometimes remain useless to society,' using V. Azhaev's

novel *Far from Moscow*, and then conducted a conversation on the topic 'Courage is needed to admit one's fault. Only a coward does not admit it'."

> "I had to hold individual conversations with Komsomol members, speaking to them in a gentle yet firm manner about their personal shortcomings, instances of negligence in studying, indifference to public interests, etc.

After a series of reports and conversations, my young men, as they say, 'stirred to action'. Group organizer P. prepared a good report on the topic 'A Komsomol member should have no gap between word and deed'. Following the report, an analysis of the actions of certain Komsomol members took place, who, upon joining the Komsomol, gave promises to be exemplary, but in practice failed to fulfill them. The group organizer pointed out to Komsomol members L. and E. that they were behaving poorly in psychology and mechanical drawing lessons. The young men 'pulled themselves together' and did not break order henceforth.

> I carry out work with Komsomol members continuously. Now they are my best assistants. They work hard on their own development and actively help teachers in working with Pioneers."

At meetings of Pioneer links and detachments, we constantly hear the voices of the best members of children's collectives appealing to the consciousness of the kids. At meetings of the Komsomol committee, active Komsomol members demand a

conscious attitude from their comrades toward fulfilling educational and public duties, contributing to the development of a sense of responsibility to the Komsomol, the class, the teachers, and the school as a whole. And if we have been able to organize and successfully conduct educational work in our school, which currently educates about 1,700 boys, and if year after year our academic performance improves and conscious discipline grows stronger, we owe this in large part to the Komsomol, as well as the student committee (*uchkom*) and Pioneer organization led by the Komsomol.

For work as troop leaders (*vozhatye*) in Pioneer detachments, the best Komsomol members were selected, who helped teachers and homeroom teachers organize the children. Komsomol members monitored hallway and yard areas, stopped and called to order the noisicst children. They organized assistance within detachments from top students to lagging ones. Troop leaders helped homeroom teachers in working with the parents of undisciplined students.

The school's Komsomol organization, demanding a conscientious attitude from students toward completing home and class assignments, exerts an influence on students exclusively through the authority of the collective and by awakening a sense of responsibility in them. Individual Komsomol members and Komsomol groups, aware of their responsibility to their organization, work on themselves and continuously improve the quality of their knowledge. In the upper grades of our school, a grade of "3" is rarely found among Komsomol members; the majority of them study with grades of "4" and "5".

The second aspect to which we pay attention in our work to educate student consciousness is **a sense of honor**.

A sense of honor in our school is instilled in students from the first years of study throughout the entire educational process. When children first come to school, teachers tell them that they must value the honor of the school. But the very concept of *honor* is still barely accessible to children. The majority of teachers, instilling a sense of honor in students and helping them master the concept of honor, make wide use of literature.

For example, Z. V. Sokolova skillfully used the story "The Regiment's Banner," about how tank crewmen preserved the regiment banner, how they endured terrible torment (the Germans froze them alive) but did not reveal where the banner was. How a collective farm family kept this banner, what torment an old collective farmer and his comrades endured (the Germans burned them with blowtorches, gouged out eyes), but did not say where the banner was. How, after her husband's execution, an old collective farm woman whose three children were taken into forced labor in Germany and whose hut was burned down, preserved this banner.

Focusing on the story, the teacher awakens in children an understanding of their own honor, as well as the honor of the class and school.

— "Look at you, Grisha," says the teacher, "you study poorly, often deceive me, and arrive late to lessons. You do not value your honor and do not uphold the honor of your class".

— "On the other hand, Volodya values his honor and the honor of the class. He studies well himself and helps lagging

comrades. Volodya always tells the truth, and in his link, he is the best Pioneer..."

Komsomol members actively participate in nurturing a sense of honor among students. Thus, 9th-grade student and Komsomol member K., by agreement with the literature teacher, wrote a report on the topic "Guard honor from a young age". Preparing for this report, he pondered deeply the biographies of heroes of the Great Patriotic War — N. Gastello, V. Talalikhin, and others. He read and reflected on several works of Soviet fiction. He comprehended the images of heroes from Gonchar's novel *The Banner-Bearers*, Azhaev's novel *Far from Moscow*, and Polevoy's *Story of a Real Man*. He highlighted the concept of the honor of a Soviet warrior and the honor of a worker fulfilling five-year plan targets.

“We Soviet schoolchildren,” the young man wrote, “see our honor in being as V. I. Lenin and M. I. Kalinin bequeathed us to be, and as I. V. Stalin teaches us to be.”

He quotes Comrade Stalin's statement:

> “Before us stands a fortress. This fortress is called science... We must capture this fortress at all costs. Youth must capture this fortress if they want to be builders of a new life...”[45]

Student K.'s report served not only as material for class discussion, but was also used in circle sessions in grades 7 and 8. To cultivate a sense of honor in students, we make extensive use of literary character images.

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[45] *Lenin and Stalin on Youth*, 1936, pp. 202–203.

In Komsomol groups, Pioneer detachments, links, and student organizations, a sense of honor is daily instilled in students; they are required to strengthen the honor of their Pioneer link, detachment, Komsomol group, class, and circle, and to cherish it. Class meetings, Komsomol group meetings, and Pioneer detachment meetings provide serious assistance in this. I will describe one such meeting in grade 10.

Student M. is known among Komsomol members for delivering beautiful "speeches" and speaking grandiloquently whenever the misdeeds of a comrade are examined, calling on them to reform. At a group meeting, one of the Komsomol members told M.: “You criticize other kids, and you don’t mind grandly ‘repenting’ for your own mistakes, but the fact that you do not carry out the work in the student committee (*uchkom*) assigned to you by the Komsomol committee — you hide that from us.”

M. tried to justify himself. But the meeting did not accept his excuses. His behavior was subjected to harsh criticism, and M. was issued a public censure.

The concept of Komsomol honor is widely used in Komsomol meetings and Pioneer detachments to fight for academic quality. Studying well and excellently, preparing lessons neatly, having excellent discipline, and performing public assignments well — these are matters of honor for every student, every class, every Komsomol member, and Pioneer.

Working on developing consciousness in students, we often draw their attention to the fact that in order to fulfill one's

duties well, preserve one's honor, and maintain the honor of one's class and detachment, one must possess a strong will.

Once, a young man turned to me as the school principal: — “I understand that by not doing homework, I am doing wrong. But I cannot force myself to do it,” he told me with bitterness.

I brought the question of cultivating willpower to a Komsomol meeting. The discussion was very animated and emotional. In their remarks, Komsomol members cited examples of Soviet people demonstrating willpower during the Second World War, spoke of how a weak-willed person is incapable of anything heroic, cannot defend personal honor or the honor of their collective, and that a person with uncultivated willpower cannot work or conduct themselves *responsibly*.

During the war years, our school hosted an exhibition titled "The Komsomol in the Great Patriotic War". The materials from this exhibition are frequently used by us to cultivate a sense of honor and responsibility in students. Speaking to students about young men and women who studied at our school and fearlessly defended their Motherland during the war, Komsomol members note with special satisfaction that they were disciplined, cherished Komsomol honor, and were aware of their responsibility to the Komsomol and the people.

In their time, Komsomol members collected materials about their schoolmates who participated in the Great Patriotic War. Now other Komsomol members use these materials for reports and talks with students and Pioneers.

At group meetings, Komsomol members, and at detachment meetings, Pioneers, spoke about honor as follows:

Volodya K., a 5th-grade student, stated: “One must love one's school. I try to study well so as not to disgrace my class. I try to be neat. Pioneer honor is dear to me".

“It's nice outside, and one wants to go for a walk,” said Vitya T., a 6th-grade student. “But I force myself to do my homework because our link pledged to study only well and excellently”.

An 8th-grade student, K., related: “I needed to conduct a meeting with the detachment. But I really wanted to go to a team match. However, I didn't go. After all, I'm a Komsomol member. If I had disrupted the detachment gathering, it would have undermined my Komsomol honor”.

Work on developing a conscious attitude toward fulfilling one's duties is, it seems to me, the cornerstone of the communist education of students. Taught by teachers and the Komsomol to understand the honor of a Soviet person and to realize responsibility to the collective, Soviet schoolchildren from childhood come to understand what rights the great Stalinist Constitution grants and what duties it imposes on a Soviet person; they understand that labor is a matter of pride in Soviet society, that everyone works in Soviet society, and that they, as schoolchildren, must also work. Furthermore, they learn that the sacred duty of a Soviet person is the obligation to defend their Motherland.

One form of Komsomol work among students that promotes the development of consciousness and the formation of a communist worldview is conferences, where Komsomol members act as speakers and opponents. For instance, school-

wide Komsomol conferences were held on the topics: "Heroic Pages from the History of Moscow," "The Moral Stature of the Soviet Person," and conferences dedicated to Russian and Soviet writers — Turgenev, Nekrasov, Krylov, and N. Ostrovsky. In individual classes, Komsomol members delivered reports on the topics: "What Lenin Teaches Youth" (based on his speech at the 3rd Komsomol Congress), "The Moral Stature of Soviet Youth" (based on statements by M. I. Kalinin), "The Happiness of Everyone Lies in the Struggle for the Happiness of All Workers," and others.

Here is how work was structured for a large conference on the topic "The Komsomol in the Patriotic War," which lasted two days. Four reports were prepared for the conference. The first report was on the topic "The Komsomol at the Front". Speaker Student N. and co-speaker Student G. utilized works of Soviet fiction — Gonchar's *The Banner-Bearers*, Kazakevich's *The Star*, Kapusto's *Natasha*, and others.

Speakers for the second report on the topic "The Komsomol Behind Enemy Lines" used A. Fadeyev's novel *The Young Guard* and Vershigora's novel *People with a Clear Conscience*. For the report on the third topic, "The Komsomol at the Construction Site," Azhaev's novel *Far from Moscow* was used. The speaker for the fourth topic, "The Party — Organizer and Leader of the Komsomol," used M. Aliger's poem *Zoya*, N. Ostrovsky's novel *How the Steel Was Tempered*, and others.

Preparing for conferences, students read and think a lot. Deep patriotism radiates from the report of 10th-grade student U. on the topic "Russian Character," in which the young man soulfully describes the character images of Russian people,

ranging from epic heroes (*bylina* heroes) to the heroes of A. Fadeyev's novel *The Young Guard*. “Soviet people,” writes U. in his report, “were born for happiness; they breathe the air of freedom. Love for labor, courage, a thirst for heroic deeds, and great accomplishments for and in the name of the Motherland have firmly entered the nature of the people of our country”.

It has been noted that after conferences, students somewhat "pull themselves together" and treat their duties more consciously. They are influenced by the example set by the characters representing the best people of our country featured in literary works.

The work carried out by Komsomol members at our school during conferences evokes a high patriotic surge among youth and an awareness of the particularly honored role of Soviet youth among the youth of the entire world.

“We are not only 'unconquered,' we are — **unconquerable**,” declare the Komsomol members.

Thinking about the heroes of our remarkable country and the heroes of literary works, Komsomol members learn how to live. At the conference on the topic "People of Our Days," Student L. said:

> “I think we should focus our attention on the negative characters in A. Fadeyev's novel *The Young Guard* and look closely at ourselves. Is there anything negative in us that makes these people enemies of our Motherland? I am firmly convinced that I have nothing in common with Vyrikova, but as for Stakhovich, one needs to think... I do not

> allow the thought that I could become a traitor like Stakhovich, but I noticed a number of traits in myself that he had during peacetime. These traits led to his downfall. And I realized that I must eradicate them from myself by all means possible..."

Lectures play a major role in developing consciousness among students at our school. The most serious lectures are delivered by guest speakers, while others are presented by the Komsomol members themselves. We held lectures on Dmitry Donskoy, Alexander Nevsky, Suvorov, and Kutuzov. Reports were heard on: "Stalin — Great Military Commander of Our Time," "Childhood Years of V. I. Lenin," "Childhood of I. V. Stalin," and others. All these lectures and reports are aimed at developing student consciousness and placing them "face to face" with a Person with a "capital letter," as A. M. Gorky put it.

The world of literature, art, science, and technology into which we introduce our students during lectures and reports exerts an ennobling influence on them, awakening the seeds of that socially valuable quality that in the future should place them among the ranks of conscious builders of a communist society.

Komsomol members use material from certain lectures for reports in Pioneer detachments, such as on the childhood of V. I. Lenin and the childhood years of I. V. Stalin.

Following the decrees of the Central Committee of the All-Union Communist Party (Bolsheviks) regarding the

strengthening of ideological work, teachers strive to give students everything new, advanced, and Soviet concerning the foundations of science. USSR Constitution teacher A. V. Polozhintseva relates:

> “In my lessons, I make students think about the questions: 'How should one live?' and 'What must one be like to become worthy sons of our socialist Motherland and active participants in building communism?'
>
> Studying the USSR Constitution should help students become conscious Soviet patriots and understand the specific features of the structure of the Soviet state and Soviet society”.

Komsomol members, through their work among students and their personal attitude toward studying the USSR Constitution, assist the teacher. When studying the topic "Victory of the Soviet Union in the Great Patriotic War and the Tasks of the Post-War Five-Year Plan," Komsomol members read in groups excerpts from Comrade Stalin's book *On the Great Patriotic War*, prepared reports on the topics: "Leningrad During the Blockade" (based on V. Inber's work *Almost Three Years*), "Heroes of the Soviet Union: The Ignatov Brothers" (based on Ignatov's work *Notes of a Partisan*), and others. Through this serious, in-depth work on the literary portraits of Soviet patriots, the Soviet patriotism of Komsomol members grows stronger and is tempered, as is their conscious attitude toward their duties and their influence on all youth.

Biology instruction built on Michurinist teaching also contributes to developing a Marxist-Leninist worldview in students. In studying biology, the unity of the organism with its living conditions is revealed to students. Using examples of achievements by Heroes of Socialist Labor in agriculture, as well as examples of work by Soviet scientists, a sense of Soviet patriotism and national pride is cultivated in students.

In 9th grade, issues of heredity and variability are taught to students in light of advanced Michurinist science.

The best 9th-grade Komsomol students, enthusiastically responding to everything advanced and Soviet in science, organized a circle to study the biographies of I. V. Michurin and T. D. Lysenko; during circle sessions, they analyze the key achievements of Soviet biologists in developing new plant species.

We strive to direct Komsomol leadership so that words and deeds do not diverge for Komsomol members, and so that their convictions manifest in their actions. Komsomol members have learned well that they are required to study seriously, work on themselves, and not be content merely with knowledge received in lessons, but to supplement this knowledge at home and during extracurricular activities — naturally, without detriment to main classroom studies.

The Komsomol Committee monitors the systematic nature of circle activities, the preservation and proper maintenance of property in the study rooms where extracurricular activities take place.

The Komsomol Committee organizes and conducts classroom debates on topics such as: "Honesty and Truthfulness," "Courage and Bravery," "What are Ambition, Self-Love, and Pride?", "Attitude Toward Studies and Labor," etc.

For work with Pioneers on these topics, troop leaders used novellas — Likstanov's *The Little Boy* and Mstislavsky's *Rook — Bird of Spring*. In 7th grade, debates took place on the topics: "Willpower," "Courage," "Honesty," etc.

All this circle work conducted with the participation of the Komsomol committee — debates, reports, talks, lectures, conferences, literary evenings, acquaintance with the latest scientific discoveries and achievements of Soviet scientists, and the study of biographies of great people — contributes to developing student consciousness and improving academic quality and discipline. Among Komsomol members in grades 8–10, we have no failing students.

We teachers educate the youth who will build communism. The Komsomol organization is our faithful assistant in this great, honorable task.

"Soviet Pedagogy", 1949, No. 4.

N. S. KACHALKIN

Director of Seven-Year School No. 5/18, Noginsk, Moscow Region

KOMSOMOL MEMBERS AND PIONEERS IN SCHOOL

The Soviet school of our day, in the period of gradual transition from socialism to communism, plays a particularly prominent role in educating and training the younger generation. It not only provides its pupils with thorough, solid knowledge in various fields of science, but also educates them in a communist spirit, in a spirit of devotion to the socialist Motherland, the Soviet people, and the great cause of Lenin — Stalin. The high goals of educating a new person govern all the diverse activities of our general education school.

Recent decisions of the Central Committee of the All-Union Communist Party (Bolsheviks) on ideological work issues demanded that we properly educate youth, raising a young generation that is cheerful, believes in the victory of communism, fears no difficulties, and is ready to overcome any obstacles. To carry out these tasks, the school possesses a rich arsenal of pedagogical tools that are theoretically grounded and repeatedly tested in practice.

In the system of education and upbringing of Soviet children, as is well known, the successful work of Komsomol and Pioneer organizations is of paramount importance. The school leadership and the teaching staff must view Komsomol and Pioneer work as an integral, organic part of the communist

upbringing of children. Komsomol members and Pioneers are the primary assistants to the teacher in the struggle for solid knowledge and a high moral stature among studying youth. They are required to set examples for others in their socialist attitude toward people, labor, and public property, as well as examples of a high culture of behavior both inside and outside of school, diligence, and persistence in mastering knowledge and skills according to the established state curriculum. At the 10th Plenum of the Central Committee of the All-Union Leninist Young Communist League (VLKSM), it was pointed out that elements of hooliganism, laxity, failure to complete homework assignments, laziness, slackness, undisciplined behavior, and damage to school property are incompatible with the title of Soviet student. Such bad qualities cannot be justified by the students' age. These are remnants of the past, the result of uneradicated petty-bourgeois traits and habits, and the influence of alien and backward attitudes on students. Uprooting them is the duty of the teaching staff and the school's Komsomol and Pioneer organizations.

Unfortunately, the experience of Komsomol and Pioneer work in schools has not yet received sufficiently broad coverage in the press, and educational research institutions study it very little. Meanwhile, there is an urgent need to summarize this experience and illuminate it from the perspective of the requirements of Soviet pedagogical science. Schools need to be given clearly formulated principles and specific directives on the goals, content, forms, and methods of work with Komsomol members and Pioneers. Of course, this work cannot be standardized according to some prescribed, top-down template. Life is extremely complex and its manifestations are

so diverse that attempts to fit it into ready-made schemes will only cause harm. However, giving schools guiding principles and suggesting possible forms and methods for educating students through Komsomol and Pioneer organizations is absolutely necessary.

In this article, we briefly recount how Komsomol and Pioneer work was organized during the past school year at Seven-Year School No. 5/18 in Noginsk, Moscow Region.

This school, as the reader has likely already noticed, bears a double number. In reality, these are two schools — a boys' and a girls' seven-year school. Everything recounted here, for the most part, applies equally to both.

The school's Komsomol organizations during the past 1947/48 academic year put forward great efforts to achieve complete academic success among the students. To this end, they primarily maintained systematic, daily tracking of Komsomol members' academic performance. If any Komsomol member received an unsatisfactory grade, it was immediately discussed at a Komsomol meeting or a committee meeting.

The task of improving academic performance always held top priority on the agenda of Komsomol meetings. For instance, the question of how students should work with textbooks was widely discussed in the school. First, the teacher conducted a talk on this topic with the Komsomol members, and then the Komsomol members themselves who excelled in academic performance told their comrades how they prepare for lessons. These meetings took place at the very beginning of the school year and gave the Komsomol members a proper working

orientation for the whole year. At the end of the year, during the period of preparation for tests and exams, Komsomol meetings of a similar type were held on the importance of a daily routine for students and how best to prepare for examinations.

From time to time, lectures of a general educational nature were organized for the students to increase interest in studies and at the same time deepen their acquired knowledge. Lectures were delivered on the life and work of Lomonosov, Popov, and Tsiolkovsky, on Lermontov's creative work, on the moral qualities of a young person based on the works of N. Ostrovsky, and others. Komsomol organizations published a wall newspaper dedicated to the fight for complete student academic success. The results proved quite gratifying. In the spring, all Komsomol members were promoted to the next grades or graduated from the school. Almost all of them finished the school year with only good and excellent marks.

Thus, from the very beginning of the school year, Komsomol members acted as the instigators in the struggle for high academic achievement in the school. Their initiative was taken up by the Pioneer detachments, and later by all the students.

In addition to the above-mentioned general education lectures, Komsomol members organized a series of reports that helped broaden the political horizons of the students, such as on the history of the Komsomol, the history of the Pioneer movement, and the international situation. At Komsomol meetings that year, reports were read on V. M. Molotov's speech regarding the 30th anniversary of the Great October Socialist Revolution, an article by the Secretary of the Central Committee of the

VLKSM Comrade Mikhailov on the tasks of the school Komsomol organization, many articles from *Komsomolskaya Pravda* and *Uchitelskaya Gazeta*, etc. Lectures, reports, and talks were usually conducted by teachers, while lectures on more accessible topics were delivered by the students themselves. Under the guidance of the history teacher, Komsomol members organized political news briefings (*politinformatsiya*) once a week. Komsomol member R. Ch. led a study group on the Statute of the VLKSM. This group was attended by newly admitted Komsomol members as well as Pioneer activists from the upper grades.

Komsomol meetings, as experience has shown, serve as a fine school for educating students in a communist spirit. Therefore, special care must be taken to ensure that they are conducted clearly, in an organized manner, and most importantly, in a way that is interesting for the meeting participants. One must very carefully select the most important and exciting questions for discussion at meetings, thoroughly prepare the Komsomol members' speeches on these issues, clearly and concretely formulate the decisions of the meetings, and then imperatively check the implementation of these decisions.

Komsomol meetings were held twice a month. At each of them, the first issue discussed concerned the organization of Komsomol work or the status of studies and discipline. Then, a lecture or report on a political or scientific topic was heard.

During the school year, the Komsomol members conducted several cultural outings to the cinema, followed by collective discussions of the films viewed (*The Tale of the Siberian Land*, *Blue Roads*, etc.).

Every Komsomol member necessarily carried out some form of social work and performed it quite conscientiously.

During elections to local government bodies, Komsomol members provided good assistance to the election commission: they wrote invitation cards to voters, were on duty in the children's room on election day, and arranged an evening of amateur arts at the polling station. In the spring, they actively participated in planting a school garden and greening the city.

They worked extensively and lovingly with the Pioneers. All leaders of Pioneer detachments were Komsomol members and constantly reported to the Komsomol committee on their work with the Pioneers.

The 12th Plenum of the VLKSM at one time pointed out that work in detachments and troops in many schools is conducted uninterestingly, in a cookie-cutter fashion, without accounting for children's age characteristics; that all Pioneer work comes down to holding gatherings in the form of meetings; that detachments and troops do not conduct excursions, hikes, mass games, sports competitions, amateur art reviews, exhibitions of Pioneers' creative work, etc.; and finally, that troops and detachments are often not formally organized and do not even have banners or flags.

We took these directives of the plenum into special account. Believing that proper selection of activists is of very great importance for Pioneer work, we tried first of all to create an initiative-driven, energetic group from among the best Pioneers and Komsomol members, starting from the link leader up to the detachment leader. This is very important, because a well-

selected group of activists sets a cheerful, active tone for all Pioneer work.

A Pioneer room has been equipped in the school, and attributes have been acquired. All Pioneer work is meticulously organized, carefully planned, and its results are strictly accounted for.

Of course, merely selecting a Pioneer activist group successfully is not enough. Daily work must be conducted with them, they must be taught, and they must be guided. According to a special plan, sessions with these activists were held in the school on designated days. During these sessions, instruction was given on how to properly conduct Pioneer gatherings, necessary information from the history of the Pioneer movement was provided, the significance of Pioneer symbols and attributes was explained, the procedure and rules for admitting children to the Pioneers were outlined, and work plans were collectively drafted. Sessions with the active members were of enormous importance importance: troop leaders left them well-prepared for ongoing work in links and detachments, and the life of links and detachments became full-blooded and interesting for the children.

During the year, four Pioneer troop gatherings were held at the school, including those dedicated to the 30th anniversary of the Great October, the Soviet Army, and May Day. Link gatherings were held once a week, and detachment gatherings twice a month. They were dedicated to the work of great Russian writers of the past (A. S. Pushkin, M. Yu. Lermontov, I. A. Krylov, N. A. Nekrasov), as well as contemporary Soviet writers (A. P. Gaidar, S. V. Mikhalkov, A. L. Barto, and

others). Two gatherings were dedicated to the heroic lives of remarkable Soviet patriots Zoya Kosmodemyanskaya and Liza Chaikina.

Troop leaders tried to take into deeper account the age characteristics of the Pioneers, their interests, requests, and experiences.

Thus, for example, for Pioneer gatherings in primary classes, a more concrete topic accessible to children was planned. Here, children discussed the meaning of the Pioneer tie, listened to content-rich fairy tales, enthusiastically solved riddles, etc.

Pioneer troops made sure to mark all days of the red calendar in one way or another. Each detachment prepared its own gathering on these days and invited students and Pioneers from other detachments. In particular, gatherings were held dedicated to the Day of the Stalin Constitution (6th grade), the Birthday of Comrade Stalin (4th grade), gatherings on the topic "Twenty-Four Years Without Lenin Under the Leadership of Stalin", on the topic "Soviet Army" (4th and 5th grades), and others. Photo displays and special issues of wall newspapers were published for each of these. Pioneer links prepared amateur performance acts in advance for detachment gatherings. In the links, works of fiction literature were read, and the academic performance and discipline of the Pioneers were discussed.

This is how Pioneers lived and worked throughout the entire school year. Naturally, from the start of the fourth academic quarter, almost all their attention was focused on the upcoming tests and exams. Preparation for the crucial annual test of

knowledge found lively reflection in the plans of troops and detachments. Pioneer gatherings were held gatherings under the slogan: "Pass exams and tests with 'good' and 'excellent' grades". The importance of systematic repetition of covered course material was specially explained to Pioneers and students: only such repetition ensures the most solid and deep knowledge for students. Pre-examination issues of wall newspapers were published in detachments and troops. The entire school during these days lived with a single aspiration — to finish the school year well. Every week, links gathered to collectively review academic material for tests and exams. Strong students helped weak ones. This went particularly well in the 5th-grade girls' detachment. There, Pioneers who excelled in academic achievements worked together lovingly with their female friends who needed support and explanations, studying after lessons in classrooms and at home.

A special room was set aside in the school for exam preparation, where children who lacked suitable home conditions for this could study at any time of day.

We note in passing that almost every Pioneer detachment has its own library, and throughout the year, collective reading of fiction literature took place in detachments. Such works as *The Young Guard*, *Story of a Real Man*, *Two Captains*, *Son of the Regiment*, and *A Girl Looks for Her Father* enjoyed great success among male and female Pioneers. Feature films *The Scout's Exploit*, *The Village Teacher*, and others were collectively viewed and then discussed. On their own initiative, Pioneers helped prepare fuel for the families of fallen soldiers and mothers of large families; girls, visiting these families,

cleaned living spaces and washed floors in them when necessary. Male Pioneers from class 5 were particularly good and unified in carrying out Timurovite work. They had an enterprising link leader, Stepanov, all of whose assignments were completed with great willingness and without delay, because these were clear, precise assignments that strengthened the honor and dignity of the detachment.

Experience has convinced us that organizers of Komsomol and Pioneer work in school must in every way avoid overprotecting students. Komsomol members and Pioneers must be granted the right to broad initiative in choosing forms and themes for conducting gatherings, meetings meetings, evenings, and other cultural-educational events. Overprotection and imposing ready-made discussion questions and ready-made work forms on Komsomol members and Pioneers from above cause only harm, dulling Komsomol members' and Pioneers' interest in the work and drying up the whole matter.

Of course, one should not swing to the other extreme, leaving everything to drift. The work of Komsomol members and Pioneers in such a case may take the wrong path. It must be guided, it must be directed, but this needs to be done with tact, treating the personality of every Pioneer and every Komsomol member, as well as their sense of self-dignity, with care.

A very important condition for the successful unfolding of vibrant work in Pioneer and Komsomol organizations is also the indispensable participation in it of the school's entire teaching staff. Every homeroom teacher and every instructor must consider it their duty to delve into the spiritual world of their pupils, live by their interests, be in direct proximity to

their questions and aspirations, and satisfy these requests. Pedagogical activity cannot be limited solely to purely instructional goals. The Soviet teacher is an educator in the broad sense of the word. This means that they must be closely connected above all with the active deeds of Pioneers and Komsomol members. Plans for the political-educational work of homeroom teachers must be coordinated with the plans of Komsomol organizers (*komsorgs*) and Pioneer troop leaders. Furthermore, homeroom teachers are obligated to help Komsomol organizers and troop leaders intelligently plan Komsomol and Pioneer work so that it truly captures the interests of studying youth.

Following last year's approval of the "Regulations on the Homeroom Teacher," homeroom teachers and educators in general began to participate more actively and vibrantly in Pioneer and Komsomol work. This immediately affected discipline, organization, and industriousness in individual classes, giving rise to an overall rise in the culture of children's upbringing. In the school whose experience is presented here, leading homeroom teachers Comrade Mamykina, Kustareva, Chumakova, Khmelshchikova, Bakanova, Ozerova, Korshunova, Nesterova, Khromova, Orlovskaya, Weisfeld, Nivina, and Ivasheva have distinguished themselves particularly well in this regard. But even they have not yet done everything that could and should have been done to improve work with Pioneers and Komsomol members, and some teachers still distance themselves from this work entirely, incorrectly believing that it should be built solely by the hands of Komsomol organizers and troop leaders.

In the new school year that has begun, our task is to unite the student and teaching collectives even more closely in common, multifaceted classroom and extracurricular activity, through which high qualities of Soviet youth are formed. Proper ideological-political education of students is the most crucial goal of the school, the achievement of which is best served by harmonious, interestingly organized joint cultural labor by teachers, Komsomol members, Pioneers, and schoolchildren.

"*Soviet Pedagogy", 1948, No. 10.*

E. I. GLAZUNOVA

Senior Leader of Chobotovo School, Kuntsevo District, Moscow Region

FROM THE EXPERIENCE OF PIONEER WORK

In 1938, the Kuntsevo District Committee of the VLKSM sent me to work as a senior leader at the Chobotovo rural primary school. Prior to this, I had worked for 5 years as a senior leader at the Sychevsk secondary school and already had some experience in Pioneer work.

At that time, 80 children were studying at the school in the village of Chobotovo. The Pioneer organization had yet to be created from scratch.

I arrived at the school shortly before the New Year, gathered the children, told them about the importance of the Pioneer organization, the red tie, the duties of Pioneers, and suggested they sign up for the detachment. 22 students enrolled. This was the first Pioneer detachment of the Chobotovo school.

10 years have passed. Long ago, the school turned from a primary into a secondary school and is now housed in a new, standard school building. In 1939, when fifth and sixth grades were opened at the school, we "lit" our first Pioneer campfire. It was dedicated to the Day of the Soviet Army, and 100 Pioneers attended.

Currently, about 750 pupils study at Chobotovo Secondary School, and the Pioneer organization consists of 400 boys and girls.

Every year, new Pioneer detachments are organized in two second-grade classes, replenishing the school's Pioneer organization.

How does the preparation of children for the Pioneers take place? It is useful to recount this preparation, which we recently carried out in the second grades. A Komsomol member was assigned as troop leader who had been working with the children almost from the beginning of the school year. She explained to the children that the word "Pioneer" means a boy or girl who is advanced in studies and behavior, capable of serving as an example for others; she introduced the children to the exploits of Pioneers Pavlik Morozov, Kostya Kravchuk, and others. Then she explained why Pioneers wear a red tie, why it has three ends and is tied in a knot. Next, she rehearsed with the children the solemn promise they give upon joining the Pioneers and explained what the Pioneer salute is. At a solemn lineup dedicated to Vladimir Ilyich Lenin, we admitted those second-graders who had turned 9 years old into the Pioneers.

In a large Pioneer room decorated with green-draped portraits of leaders V. I. Lenin and I. V. Stalin, Pioneers, leaders, teachers, homeroom teachers, and the principal gathered. Guests arrived — members of the Society of Old Bolsheviks living near our school, and the chairmen of two neighboring collective farms, with whom the school maintains a close friendship. The Pioneer troop lined up by detachments. In front stood the newcomers, who were to put on red ties for the first time on this day. Each of them held in their hand a beautifully decorated solemn promise printed on thick white paper.

When everyone had lined up and silence fell over the hall, the senior troop leader gave the command:

— Attention! Prepare for the report!

The detachment chairmen delivered reports to the troop chairman, and in the solemn silence, the voice of the reporting person — the senior troop leader — resounded: — Comrade senior Pioneer leader! The Pioneer troop in the amount of 400 Pioneers is lined up for the solemn solemn lineup dedicated to the memory of Vladimir Ilyich and the admission of children to the Pioneers.

Our lineup took place in a warm, heartfelt atmosphere. Emotionally, the children repeated the words of the promise after the senior leader. Then they approached the table one by one, where new Pioneer ties and badges lay on a red tablecloth. Our guest, old Bolshevik Comrade Maksimov, put ties on the children and pinned on their badges.

“Be prepared for the struggle for the cause of Lenin — Stalin!” — with this call, Comrade Maksimov addressed each of the children.

The children gave the salute: “Always prepared!”

“Cherish the tie, wear it with honor — it is a piece of the victorious Red Banner of our great Motherland,” said another old Bolshevik, E. P. Ogiy, in his speech to the children; he had helped our children plant a large fruit orchard at the school.

The lineup ended. The Pioneer organization was replenished with 40 students from two second-grade classes.

At the command "At ease," the children sat on benches and chairs around their friends — the old Bolsheviks — and listened to their stories about meetings with Vladimir Ilyich Lenin and Nadezhda Konstantinovna Krupskaya. The children sang Lenin's favorite song, "Tormented by Heavy Captivity...", read poems dedicated to Lenin, and the image of a native, dearly beloved person who devoted his whole life to the struggle for the happiness of the people, for the happiness of children, stood before them as if alive.

We have detailed the admission process into the Pioneer organization to show that from the moment children are accepted into the Pioneers, we try to instill in them a serious attitude toward the organization. We aim to ensure that the awareness of being Pioneers exerts an educational influence, forcing them to treat themselves and their duties more strictly, accustoming them to fulfilling their duty. My many years of experience working with Pioneers shows that regular detachment gatherings and observance of gathering procedures accustom children to composure, as well as to a serious attitude toward their Pioneer duties and the entire Pioneer organization as a whole. Taking this into account, throughout all 15 years of my work as a senior troop leader, I unswervingly ensure that gathering procedures are strictly observed and that the work of detachments is planned and regular.

Detachments need to begin such work literally from the first day of school studies.

In our school, there are 16 detachments. In the second grades, as was already stated, detachments were formed only recently. In the third grades, detachments already assume their normal

structure, including up to 40 children each, and are divided into links of 8–10–12 children each. At the head of a link stands a link leader, elected by the children from among themselves. At the head of a detachment is a council consisting of 5 children. All the work of each detachment is guided by a leader assigned by the Komsomol organization.

The Central Committee of the Komsomol has repeatedly pointed out that great attention must be paid to the work of links, as the quality of work of the entire Pioneer organization depends on how the links operate. The quality of link work, in turn, undoubtedly depends on the skill and working capacity of the leaders.

Until the present year, although leaders were appointed from among 7th-grade students, lacking experience, they worked weakly and did not know how to gain authority.

This year, carrying out the directive of the Central Committee of the Komsomol, we applied every effort to ensure the links worked well. Link gatherings in all detachments are conducted regularly according to plan once every 10 days or once a week. The day of the gathering is agreed upon in advance with the homeroom teacher and the senior leader.

We pay special attention to the work plan of links and detachments. There are cases when teachers of 3rd and 4th grades and homeroom teachers of 5th–7th grades draw up work plans for links and detachments themselves, without even coordinating them with the leaders. Such plans usually suffer from being detached from vibrant children's interests. In order for a Pioneer detachment's work plan to be lively, content-rich,

and engaging for children, the children themselves must participate in its drafting.

In the best detachments of our school, the plan is drafted by the detachment council under the guidance of the teacher or homeroom teacher, taking into account the wishes of link leaders and individual Pioneers.

What constitutes the content of link and detachment work? In 2nd and 3rd grades, so as not to overload the children, games are conducted at link gatherings, excerpts from novellas and stories are read, and theatrical dramatizations are occasionally staged. Gatherings take place under the guidance of teachers or the leader.

On days of major Soviet holidays, the senior leader and teachers conduct conversations in the detachments about the childhood years of Vladimir Ilyich Lenin and Iosif Vissarionovich Stalin. Matinees are organized dedicated to famous Pioneers — Ukrainian Pioneer Kostya Kravchuk, who preserved 2 guards' banners in a deep well for an entire year; Pioneer scout Vanya Andrianov; and 12 Pioneers from the village of Pokrovskoye, who created an underground organization under the Germans. These talks usually make a strong impression on the kids and exert a major educational influence on them.

In 5th grade, the content of talks grows more complex; kids read literature at gatherings appropriate for their age, learn poems, etc. In 6th grade, preparation of Pioneers for transition to the Komsomol begins. At link gatherings, kids become acquainted with specific facts from the biographies of Lenin

and Stalin, learn about episodes from their revolutionary activity, and read stories about war heroes and labor heroes. At detachment gatherings, discussions of literary fiction works are conducted, and debates are arranged. The children are accustomed to delving deeply into what they read and thoroughly understanding the works of classics of Russian literature and Soviet writers. Once a month, thematic gatherings are arranged. Pioneers receive assignments in advance, read appropriate material, and prepare for presentations. A thematic gathering on the topic "The Red Banner is Sacred" went off solemnly and richly in content at our school.

Under the guidance of their leaders, the Pioneers decorated the hall, draped portraits of V. I. Lenin and I. V. Stalin with greenery, and hung beautifully designed posters on the walls: "The Red Banner is Sacred," "The Red Banner — Symbol of Loyalty to One's People, to the Party of Lenin — Stalin," and a quatrain about the banner:

> We shall overthrow with a mighty hand
>
> The fateful yoke forever
>
> And raise above the earth
>
> The Red Banner of Labor!

These are words from a song that workers sang over a banner-bearer who died in 1905 in Tomsk during a workers' demonstration led by S. M. Kirov.

The kids prepared well for reading the stories. One female Pioneer read a story about how on May 1, 1901, in Tiflis,

Comrade Stalin organized a workers' demonstration and gave the directive to raise the Red Banner. A fight occurred with the police, who rushed to snatch the banner sacred to the workers. Another female Pioneer read about loyalty to the Red Banner described by B. Polevoy in his book *From Belgrade to the Carpathians*. Kolya S. read a story about Ukrainian Pioneer Kostya Kravchuk, who for many months preserved as a sacred relic and hid the Red Banner from the Germans.

Stories and poems were selected by the leaders from the magazines *Vozhatyy*, *Druzhnye Rebyata*, and others.

During the gathering, an honor guard of Pioneers from the best link of Detachment No. 6 stood at the banners.

This successfully conducted thematic gathering attracted the attention of Pioneer organizations not only in our district, but also in other districts of the Moscow Region. Leaders began visiting us to learn how we conducted it.

We also had thematic detachment gatherings on the topics: "Leningrad — Hero City," "Stalin — Organizer of Great Victories," and others. These gatherings were also lively and interesting, contributing to the political and cultural growth of the Pioneers, especially those who were to join the Komsomol in the near future.

In 7th grade, in-depth preparation of Pioneers for joining the Komsomol continues, and if a Pioneer has reached the appropriate age and possesses the qualities necessary for a Komsomol member, the troop council recommends them to the Komsomol organization for membership in the VLKSM.

At the head of the entire school Pioneer organization — the troop — stands the troop council, elected for one year and consisting of 9 people in our Pioneer organization. The troop council, under the guidance of the senior leader, directs and monitors the work of all detachments, oversees the fulfillment of assignments by detachments, and exerts an influence on the entire Pioneer organization. Clearly, students must be elected to the troop council very carefully and thoughtfully.

I will explain how duties are distributed among the members of the troop council. The chairman answers to the senior leader for all work in the detachments; there is a banner bearer; an editor who is responsible not only for publishing the troop council's wall newspaper, but also for all wall newspapers published in the detachments. One member of the troop council is responsible for all political-mass work in the detachments and ensures that the newspaper *Pionerskaya Pravda* is read and the radio is listened to in links and detachments, so that link leaders know the most important political events in international and domestic USSR life. For example, in the near future, the banner of the Central Committee of the VLKSM will be presented to the Kuntsevo Pioneer organization. Regarding this event, the troop council member responsible to the council for political-mass work in detachments must inform the Pioneer active members — that is, the chairmen of detachments and links — who, in turn, must tell all Pioneers about this at link meetings.

Work in other areas is structured similarly.

The senior leader monitors the implementation of all measures of the troop council and all events conducted in detachments

(through detachment leaders). The troop council directs and monitors the work of each of its members, and through them, the work of all detachments. Each member of the troop council monitors one area of work across all detachments, and so on down to the link.

The authority of the troop council in the eyes of the Pioneers is great. The procedure of Pioneer organization influence on discipline violators and on Pioneers who are negligent toward their studies is usually as follows with us: if a Pioneer, for example, begins to study poorly, does not prepare lessons, is lazy, or misbehaves, the Pioneer's behavior is discussed in the link. If the link's influence proves insufficient, the Pioneer's behavior is discussed in the detachment council. And finally, if even this does not help and the Pioneer continues to shirk studies and interfere with the teacher in class, such a violator is summoned to a meeting of the troop council. Being summoned to the troop council is very unpleasant for any Pioneer, and usually, after a case review in the detachment council, kids "pull themselves together" and begin to take their duties seriously. However, cases occur when children have to be summoned to the troop council, whose moral influence is so strong and deep that, as a rule, children begin to reform after this. We had such a case. A 6th-grade student, Lyusia P., secretly from her parents, began frequently visiting the cinema at the neighboring Sukovo station.

She returned very late and went to sleep without preparing her lessons.

The question regarding Lyusia was raised at a link gathering. Spoiled by her parents, the girl laughed at her comrades'

demands to cease the frequent cinema visits interfering with her lesson preparation. The question regarding Lyusia was examined in the detachment council, and a peer admonition was given to her, but it did not help. Then she was summoned to the troop council. Agitated, the girl approached the senior leader and timidly said: — What should I do, Ekaterina Ivanovna? I've been summoned to the troop council!

Tears stood in Lyusia's eyes... — What to do? — answered the senior leader. — After all, you are a Pioneer, but you did not submit to the detachment's demands. Now you will have to answer to the troop council.

The chairman of the troop council put the question to Lyusia: Does she consider the Pioneer organization's authority? — Yes, of course, — she said.

The Pioneers — members of the troop council — explained to Lyusia how bad her behavior was in failing to submit to her detachment's demands. Lyusia sincerely repented her action and gave her word to stop frequent cinema visits. She kept her promise, began studying better, and completed all home assignments neatly.

Quite often, detachment council chairmen are summoned to troop council meetings to report on detachment work or the work of the detachment council; sometimes reports of link leaders or members of the troop council on their work with detachments are heard, and directives are given on how to further conduct work in detachments.

It is sufficient to become acquainted with the work plan of the Chobotovo school's troop council to understand that lively,

initiative-driven kids are needed to fulfill it. This plan, always drawn up with the help of the senior leader, teachers, and homeroom teachers, includes serious events: reviews of amateur arts and skiing competitions in detachments, Pioneer campfires dedicated to revolutionary holidays, admission of children to the Pioneers, publication of school-wide wall newspapers, etc. Many of the listed events went off quite well with us. We will recount the Pioneer campfire that was "lit" to mark the 30th anniversary of the Soviet Army. With the help of the leaders, the senior leader composed a plan for its execution long before the holiday.

In this plan, everything was thought through down to the smallest detail, such as which part of the hall would be set aside for each detachment, in what order the detachments should enter the hall, etc. We selected stories, poems, and songs about the Soviet Army, which the Pioneers meticulously rehearsed.

At exactly 5 o'clock, at the bugle signal, the Pioneers lined up by detachments for the lineup in the large school corridor. Everyone was in uniform, and the orchestra played. Guests arrived — representatives of the Soviet Army, pilots. After the reports, the detachments entered the hall and decorously took their seats. In everything, order, alignment, and harmony were felt.

Guests, teachers, the principal, and the director of studies gathered around the campfire.

The campfire dedicated to the Day of the Soviet Army was entrusted to be lit by our best Pioneers — the 4th-grade

activists. To music, the kids surrounded the campfire, turned on the electric current, and the campfire "blazed" with the bright lights of small lightbulbs.

200 kids sang a new song about the Soviet Army around the campfire. Children's voices resounded in unison:

Indestructible and legendary,

Having known the joy of victories in battles,

To you, beloved, native Army,

Our Motherland sends a song-greeting!

Preparing for the momentous day, the Pioneers thoroughly rehearsed this song by composer Aleksandrov to the lyrics of O. Kolychev, first by detachments, and then all together.

At the campfire, pilots and detachment leaders spoke. The Pioneers sang songs and read poems about the Soviet Army... Then they danced and performed folk dances. Happy, with warm love in their hearts for their native Soviet Army and for the great commander Comrade Stalin, the kids dispersed to their homes.

We have recounted the campfire in honor of the Soviet Army to show what kind of events the troop council conducts and how it conducts them.

In organizing the holiday in honor of the Soviet Army, teachers provided us with great assistance. On the role of teachers in the life and work of our Pioneer organization, it is necessary to dwell in greater detail. In our school, there are quite a few teachers who are deeply interested in Pioneer work and help squad leaders in any way they can.

One cannot fail to mention teacher Zinaida Ivanovna Polivanova who, ten years ago when the Young Pioneer organization was created in the school, enthusiastically took up the work together with the senior squad leader and helped prepare students to join the Pioneers. Together with the squad leader, she repeatedly addressed the Pioneers, explaining how they should behave and how to study in order to **be an example for other children.** Throughout all ten years, Zinaida Ivanovna has been helping the senior squad leader and troop leaders run all events. What books to recommend for troop reading? Where to get them? What topics to conduct discussions on? Troop leaders frequently turn to Z. I. Polivanova with all these questions and always find responsiveness and receive concrete help.

Biology teacher V. T. Silaev renders great assistance to the Pioneers in organizing **Young Naturalists' clubs** in the school. He actively participated in the planting of a garden on the school grounds by children, supervised the assigning of Pioneers to individual trees and bushes. Comrade Silaev always gives sensible advice when talking with children about their plantings, and always finds warm words that make Pioneers love **their garden** even more.

Class advisers work well with troop leaders and Pioneers: V. A. Lepilina (Class 5 "A"), S. I. Rabinovich (Class 6 "B"), and other teachers. They help troop leaders draft work plans for troops, attend troop meetings, link meetings, troop leader conferences, etc.

However, some teachers still do not sufficiently assist the work of the Pioneer organization, stand aloof from it, and

underestimate it. Meanwhile, the Young Pioneer organization is the teacher's best helper in their difficult work. The very participation of children in the Pioneer organization obliges them to study better, exerts a powerful educational influence on them, mobilizes their will, mind, and feelings to fight for high academic achievement.

You are a Pioneer, and therefore you have no right to treat your studies carelessly, have no right to be rude, undisciplined, disrupt lessons, etc., — in this spirit, a Pioneer is brought up from the very first day of joining the Pioneer organization.

The Pioneers of Chobotov School prove by action that the great influence of the Pioneer organization does not pass without a trace for them. The majority of Pioneers at Chobotov School study well and excellently. Currently, across the entire school, there are **4 lagging Pioneers.** The Pioneer organization wages a tireless struggle against academic lag... Until recently, two Pioneers were among those lagging behind — 6th grade students Shura I. and Kolya L. Shura had all "3"s (C grades) with occasional "2"s (D grades), while Kolya had "3"s in four subjects. Both boys treated their studies carelessly, and often answered teachers' reprimands with rudeness.

The question regarding Shura and Kolya was reviewed at a link meeting. They were offered a chance to improve. This did not help. Then the troop leader, together with the class adviser, went to the boys' parents. Both lived in good conditions, but the parents paid little attention to the behavior and studies of their sons. The question about the boys was put before a troop meeting, to which their parents were also invited.

At first, the parents were offended: "What is this, bringing us in for a Pioneer meeting?..."

But when one Pioneer after another began to speak, addressing all of Shura's and Kolya's misdeeds, when the troop posed the question: **"To be or not to be for the boys in the troop,"** when Shura and Kolya earnestly begged the troop not to expel them, saying that the troop was dear to them, and promised to reform, right then and there the parents admitted their fault in paying little attention to and taking little interest in their sons.

Now Shura and Kolya have changed their attitude toward studies, started behaving better at school and at home, and do their homework. They no longer have C grades, only good marks.

We have cited this example to show how actively the Pioneer organization fights against academic lag. If a Pioneer receives a bad mark, the troop leader immediately finds out the reason, forces the Pioneer **"to pull themselves up,"** ensures that he works additionally under the supervision of a teacher. In leading troops, for example, in Grade 4, the chairman of the troop council ensures that Pioneers do not get mediocre marks, and that they answer confidently so that it is evident that they have learned their homework assignments and are not falling behind the class.

A Pioneer feels shame before their troop if they receive a bad grade, and tries to reform. Pioneers grow up with the realization that good academic success is a matter of honor and duty for a Pioneer.

Such is the influence of the Pioneer organization on the studies of children in our school.

The Pioneer organization pays much attention to the physical conditioning of Pioneers. Physical education work is set up quite well in the school: an athletic field is equipped, almost all students of **Grades 5–8** take part in ski competitions, while **Grades 3 and 4** participate in link ski outings. Troop leaders teach Pioneers how to ski.

At school, 15 minutes before lessons begin, daily calisthenics are conducted, led by the Pioneers themselves who have been prepared by the physical education teacher.

Every day, we cultivate in Pioneers the awareness that they must be ready at any moment to help their class, their school, or the neighboring collective farm. To enable quick organization of this help at the right moment, a **"chain"** system has been introduced in the troops. All Pioneers of a single link and troop must know where everyone lives. It happens that a need arises at school to convene students, especially during the field work season, when an urgent task arises on our school plot where students planted a fruit orchard. For example, garden watering is scheduled for tomorrow, but today the gardener arrived and declared that the soil is dry and watering cannot be delayed. Or a request comes from a neighboring collective farm to send school children to cut sugar beets. How to gather the kids if they have just dispersed to their homes? In such cases, the "chain" goes into effect. We notify a Pioneer living closest to the school about the need to report to school. He sets off with the message to his nearest neighbor-Pioneer, passes on the summons, and himself goes to

school. The one who received the summons, in turn, passes it to his nearest neighbor, and then goes to school. The third heads to school only after summoning the fourth, and so on. In this way, in a short time, we gather a troop or several troops at school. The "Chain" has great educational value; it accustoms children to the fact that if they are needed by the Pioneer organization or the school, they must report immediately. The "Chain" accustoms Pioneers to a sense of responsibility before the Pioneer organization and, ultimately, before society.

Via the "chain" we frequently convey important announcements to children. For example, tomorrow is a ski trip. This became known at school only after the children had left for home. Then we resort to the help of the "chain".

We pay much attention to record-keeping in Pioneer work. Record-keeping reflects the face of the Pioneer organization, contributes to the accumulation of experience that can subsequently assist the work of Pioneers, and serves as visual material illustrating both mistakes/deficiencies and positive experience. **We accustom the Pioneers themselves to maintain records.** Troop leaders ensure that link leaders record what tasks they give to Pioneers and how these tasks are completed. Members of troop councils keep diaries recording all events held in the troops and the quality of their performance. In some troops, there are albums prepared by the children that reflect troop work — in the garden, on the collective farm, ski trips, etc. Troop leaders of some troops record figures: for example, in the summer of 1947, a certain number of students worked on the Rasskazovsky collective

farm, harvesting a certain amount of beets, carrots, and cabbage.

However, in the troops of our Pioneer organization, record-keeping is still insufficient. Things are better in the brigade council, where there are many photographs, albums, and numerical data reflecting the work of the entire Pioneer organization. But even here, far from all events are recorded, only the most major ones, so that fully studying the organization's profile from these materials would be difficult. **The senior squad leader constantly sets as her task the deepening and expansion of record-keeping,** striving to ensure that daily Pioneer work across all troops finds reflection, if only in short entries by link and troop leaders and in the minutes of troop council meetings. Such complete records are indisputably useful both for Pioneer work itself and for accustoming children to planning and record-keeping.

Let us focus on the work of the senior squad leader. The role of the senior squad leader in the life of the Pioneer organization and the entire

school is very significant, and therefore particularly high demands must be placed on her. The senior squad leader must know how to encompass the work of the entire Pioneer organization. Just as a teacher working with a class must keep their entire class in view — all 40, say, students, without losing sight of a single one — so too must the senior squad leader not lose sight of a single troop, a single link, or a single Pioneer. **In the course of 15 years of working with Pioneers, I have become convinced** that if attention shifted away from one section of work or another, a crack immediately appeared in it.

Thus, a few years ago in our school, a strong brigade council came together. The senior squad leader constantly guided its work, attended all meetings, helped it direct troop activities, and took an active part in drawing up plans and conducting planned events. It seemed that our Pioneer organization was working well. But when we had to delve deeper into its work, it turned out that things were far from going as smoothly as appeared at first glance. In reality, it turned out that we had lost sight of **the most vital unit of Pioneer work — the link, the primary core of the Pioneer organization.** Thus, it worked out that troop councils conducted work with troops and reported on it to the brigade council, but the links worked poorly; every Pioneer was left to themselves and felt no connection with the Pioneer organization. Following directives from the Komsomol Central Committee, we energetically set about fixing work in the links. We checked link rosters, Pioneer "workloads," and the senior squad leader visited link meetings and helped them organize their work.

We had to ask ourselves with all seriousness: how should a senior squad leader work so as not to miss or overlook a single area of work? Experience and mistakes made suggest that **the senior squad leader, like a good school principal, must — in the person of troop leaders, chairmen of troop councils, and the brigade council — cultivate assistants for themselves** who would connect them with all areas of Pioneer work. Teaching squad leaders, educating Pioneer workers, and creating an active group is the most important task facing the senior squad leader. But at the same time, the senior squad leader must not break away from the Pioneer masses, in no case should they lead them *only* through their assistant leaders.

On the contrary, the senior squad leader must strive to know every Pioneer.

I often say to myself: take this Pioneer, let's say, Petya Ivanov; he studies poorly and is undisciplined. He needs to be influenced. But how? Do I know this boy? **To influence him, I must know the apartment where Petya lives, who his parents are,** how they raise him, and who he is friends with. How does he talk with his mother, and how does his mother talk with him? What does he do after school? Maybe he goes to the movies every evening, or spends all his free time on the street with comrades? Or maybe he helps his mother with the household, chops firewood, and babysits his little brother? **All this and much more I must know about Petya and about all Pioneers of the organization that I have been entrusted to lead and carry out the communist upbringing of the younger generation.** Without this, there can be no good leadership of Pioneer work.

It is very important for a senior squad leader to gain authority with the parents of Pioneers. I frequently observe that mothers highly value the influence of the Pioneer organization on children and treat the tasks we give their children with respect.

Of course, we were not immediately able to spark parents' interest in the Pioneer organization. A few years ago, they looked indifferently at children attending Pioneer gatherings. But persistent attention to the lives of students, concern for raising their academic success, and the growth of children's culture — which parents could not fail to notice — all had an impact on them. They began to treat the Pioneer organization

and troop leaders with respect. This goodwill grew especially from the time the children planted a fruit orchard at the school. The fact is that our school is located in a rural area, and children of collective farmers study in it. Involving children in socially useful labor raised our authority in the eyes of parents.

Our Pioneer organization also enjoys respect among district organizations and collective farm boards. Once I happened to converse with the senior squad leader of another Pioneer organization. She complained that district organizations provided her no help and did not take her into account. Afterwards, I thought a lot about this conversation. I believe that if district organizations see that a senior leader directs all her strength toward the communist upbringing of the children, they cannot fail to come to her aid. Senior leaders only need to work well, sensitively, and attentively, constantly reflecting on their work, its shortcomings, and what needs to be improved.

In our pioneer organization, district representatives visit frequently and help us however they can. When we hold gatherings of the entire troop, we invite guests from district organizations. In this school year, we had 4 troop gatherings: on the occasion of the election of the troop council, the 800th anniversary of Moscow, the anniversary of the Great October Socialist Revolution, and Lenin Days.

By carrying out daily, persistent work with the pioneers, we educate them in the spirit of the ideas of the Bolshevik Party and assist in the communist upbringing of the youth.

In order for pioneer work in the school to stand at the proper level, the senior leader, just like the unit leaders, must tirelessly learn, replenish their knowledge, study the works of V. I. Lenin and I. V. Stalin and their biographies, stay abreast of current politics, and listen to lectures and reports. Personally, I make every effort to replenish my knowledge and deepen my political and general development. Of course, for us, senior leaders of schools in the Moscow region, this is easier to do than for leaders of schools located far from major centers. Pioneer leaders in the Moscow Region receive great help from the Central Committee (CC) and Moscow Committee (MC) of the Komsomol, which arrange lectures, reports, and seminars for us. But even those senior leaders who do not have the opportunity to travel to cities for lectures should not give up on expanding their knowledge. They must work thoroughly on studying the biographies of V. I. Lenin and I. V. Stalin, as well as their most important works; they must carefully read works of Soviet literature, and use materials from journals, newspapers, and radio—everything that can help them improve pioneer work and assist in the communist upbringing of children.

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FAMILY AND SCHOOL

THE WORK OF THE SCHOOL WITH THE FAMILY

And for teachers and parents alike, the following words of Anton Semyonovich Makarenko are full of meaning: “Raising children is an important area of our life. Our children are the future citizens of our country. They will make history. Our children are future fathers and mothers; they, too, will be the educators of their own children. Our children must grow up to be fine citizens, good fathers and mothers. But that is not all: our children are our old age. Proper upbringing is our happy old age; bad upbringing is our future grief, it is our tears, it is our fault before other people, before the whole country.”

Without proper organization of educational work, it is impossible to achieve good academic performance from individual students. And for a more successful realization of the goals of communist upbringing of children, close cooperation between school and family is necessary, guided by a single communist purposefulness. In the Soviet Union, family and school do not stand opposed to one another. In the matter of communist upbringing, the Soviet school is the leading link, and the Soviet family is an active assistant to the school. Where there is no unified line between the family and the school, the family cannot play the role of an active assistant, but on the contrary, interferes with the teacher's work and often destroys what the school achieves.

Many examples can be cited showing that a rift between family and school leads to grave consequences. Here is a student who for several years studied well and caused no anxiety, but this year began to receive D grades. During conversations, the girl always cries and persistently remains silent. From a conversation with her mother, it turned out that she (the mother) does not even know exactly which class her daughter is in, does not engage in her daughter's upbringing, resulting in poor academic performance for the girl.

A 2nd-grade girl, when asked why she studied poorly, stated: "My mother is rarely at home, does not spend time with me, and hits me on the head, which is why I study poorly".

Unfortunately, such facts demonstrating an irresponsible attitude of parents toward raising their children are not all that rare.

It is very important for a teacher to know how parents handle the crucial task of raising children and to help them in this difficult and responsible matter. All this is well known, but to great regret, the area of work with parents remains neglected in many schools. **Meanwhile, without close contact with the family and without raising questions of child upbringing and education before the body of parents, we will not be in a position to successfully fulfill the responsible duties entrusted to us.**

When summing up the results of work for the 1st semester of the 1947/48 academic year, we in our school noted this shortcoming and decided to reorganize work with parents, placing primary focus on propaganda of pedagogical

knowledge. Initially, this work was planned only by the methodological association of second grades, but then it went beyond the scope of this association and embraced the entire school. At the first general parent meeting, a report was presented on the topic: **"How the family should help children in their studies."** The report drew attention to the authority of parents in the family stemming from their useful activities and exemplary public behavior.

It was indicated that this very approach will help raise children as honest workers. It was further pointed out that family conversations should sound with love for the Motherland, and that children listen with great interest to parents' stories about their successes and achievements at work. We drew parents' attention to the fact that they must treat the school and the teacher with respect and love, and instil that same attitude in the child.

Great attention was devoted to the routine of a schoolchild's day, and to an attentive, sensitive attitude of adults toward a child's work.

Through examples, we showed how, even under the most difficult housing conditions, one can create the necessary environment for completing homework assignments if the family treats this matter seriously. Our first meeting pursued two goals:

a) **to show parents the great significance of the family in raising and educating children; and**

b) **to interest parents in issues of child upbringing in the family and the tasks of assisting their studies.**

The active interest of parents in the assigned tasks is evidenced by their numerous questions to the speakers. Parents asked, for example, the following: "How to spark a child's interest in studying?" "How to cultivate perseverance?" "How to fight children's nervousness?" "How to achieve parental authority?" etc. It was impossible to answer all these questions exhaustively, as each essentially required holding a special lecture; therefore, we agreed to organize systematic classes with parents. At a meeting of class advisers and the parent committee convened by the principal, we outlined the content of work on pedagogical propaganda. We were fully satisfied with the first parent meeting, but we wanted not only to deliver reports, but also to organize an exchange of experience in family upbringing. Therefore, at all subsequent meetings, we listened to reports on experience in family upbringing, and at the second parent meeting, this was the primary task. We frequently hear statements and complaints from teachers and parents that parents are too busy at work, and that when there are many children in a family, they lack the opportunity to pay sufficient attention to the upbringing of each individual child. So our school decided to show at one of the parent meetings how children are raised and educated in a large family. We listened to a report by Comrade B., a mother-heroine who has 8 children, 6 of whom are in school and 2 are preschoolers.

She is a worker at a calico-printing factory, receives an ordinary salary and a pension for her husband who died at the front during the Great Patriotic War. All of Comrade B.'s children study well and are exemplary in behavior and community work. Teachers, preparing for the meeting, visited

this family once more and observed the children's behavior and conversed with the mother. Very many parents came to the meeting; moreover, attendance was promoted mainly not by teachers, but by the parents themselves who had attended the first meeting.

Let us relate how our second meeting proceeded.

First, three class advisers spoke, giving characterizations of the girls from Comrade B.'s family. Then Comrade B. spoke, relating how she raises her children. Her report was very simple, yet wise in content. **The foundation of upbringing in Comrade B.'s family is the indisputable authority of the mother and older children, and a caring attitude toward the younger ones.** Comrade B. is hardworking, neat, and orderly. The children emulate her in everything. **In this family, clear tasks are set before the children: to study well and help their mother; and the children fulfill this.** Comrade B. stated: "In our family, no one is idle; everyone is busy with something, including the little ones". This is indeed true. Each of Comrade B.'s children knows their duties and performs them neatly. The room is always clean and orderly. The girls do not have extra dresses, but they are always neatly and tidily dressed.

The meeting listened to these simple words with great attention and interest, including parents who have only one child and live in very good material conditions. Comrade B.'s speech generated great liveliness in the audience. Parents spoke up and asked Comrade B. many questions, calling her a happy mother. The meeting was very active, with many parents sharing their own experience. The meeting made parents

ponder issues of child upbringing. We advised parents to read the journal *"Family and School"* and recommended studying the article *"A Girl's Household Duties in the Family."* Some parents bought this journal themselves, while others were provided copies by the school.

At the third meeting, we discussed this article, having first read it aloud. Parents and teachers took part in discussing the article. Parents shared what duties and how they accustom their girls to. Some speeches were particularly valuable. Thus, one mother related how she gradually accustomed her only daughter to work. The mother mentioned that she sometimes felt sorry for the girl and often wanted to do everything herself; but knowing what harm this would cause her daughter, she accustomed her to make her bed, wash dishes, clean the room, and in everything help her mother. The girl willingly and neatly carries out these assignments. The mother noted that she does not abuse compulsion, but tries to foster initiative in the girl and persistently instills habits of neat, regular academic work. This also influences her school studies: the girl studies well, takes part in the class's community work, serves as the editor of the wall newspaper, and neatly performs her duties. Some parents drew attention to the fact that girls often cannot show persistence in seeing a task through to completion, which is something we teachers also complain about.

In her closing remarks, the speaker addressed this question as well.

Then we outlined a series of talks on fighting childhood vices.

The first topic chosen for such a talk was the topic of lying.

The speaker revealed to parents and teachers the various reasons for children's lying and, depending on these, recommended various measures to fight it.

The question of fighting children's rudeness was also raised.

In fighting these vices, a major role is played by the family and the personal example of parents; therefore, work must be conducted primarily with parents. In discussing these questions, we try to find concrete examples from the positive experience of parents and use them to explain how and what a family can achieve by working jointly with the school. During the quarter, we conducted five sessions; all of them proceeded actively and brought great benefit to both parents and teachers. At the last session, a decision was made to publish a school newspaper titled *"Family and School."*

In addition to general school events, we organized reports for parents through primary grade methodological associations. Through these meetings, we reach a large number of parents: at small meetings, parents are more open and active. **In the 1st and 2nd grade associations, the question of the mother's role in child upbringing was raised.** About the mother, about her influence on a person, the best people of all times have spoken. Through these statements, we tried to emphasize the role and responsibility of the mother for raising children.

In the 4th grade association, teacher L. A. Gorlova gave a report on the rights and duties of parents and on parental

authority, while teacher T. P. Chernova spoke on instilling habits of cultured behavior in children. The meetings were well-attended. Parents actively discussed the raised questions; it turned out that even in cultured families, these issues were not attended to; parents often demanded from children things they had not taught them, and in which they themselves were not an example. Parents requested that concrete questions of child upbringing be systematically raised at parent meetings.

Great attention was devoted to preparations for International Women's Day — March 8. At the parent meeting convened in connection with this, following the report, students entered the hall and performed artistic activities for the parents. Parents watched their children with joyful emotion.

A class gathering in Grade 4 "B" dedicated to Russian women also went very well, together with parents. Teacher L. K. Solovyeva prepared for this gathering for two months. Many parents were involved in the preparations. Through the students, Comrade Solovyeva introduced parents to the work of Nekrasov. She persistently worked to ensure that family and school lived a single life. We witnessed how parents came daily to the teacher to receive consultations and take on new assignments. All parents of the class attended the gathering. The gathering went well and interestingly; the goal was achieved. L. K. Solovyeva did not regret the time spent on preparation. Such joint meetings and gatherings are very useful for children, parents, and teachers. Parents see their child in a collective setting and draw valuable conclusions for themselves, while teachers clarify what needs to be worked on further.

Educators set a goal for themselves — to involve the parent committee in the active work of the school. Members of the parent committee investigated 100 families of students over three academic quarters who needed advice or financial assistance; some children from the surveyed families were on the verge of dropping out of school. As a result of the survey, 25 people received financial assistance. Jointly with the parent committee and teachers, a special meeting was convened for parents of failing students, where the reasons for poor academic performance were analyzed in detail, and advice was given to parents. Very positive results were achieved. Some parents who had an education came to the assistance of the school in working with low-performing students. Along with mass work, we also conduct individual work with parents, as every family has its own duties and its own difficulties in raising children.

We often pay no attention to raising a child in a cultured family, assuming that everything is fine there. Reality convinces us that this is not always the case. Take this cultured family: the father is an artist, the mother is a music worker, and the grandmother is a former preschool worker. The family has an only child, a smart, capable girl. The parents love their daughter immensely and do very much for her, yet there is no unified, purposeful upbringing in the family. The mother believes that the girl should become a pianist and do nothing else. The father wants to give her a well-rounded education; he instills work habits in her, himself teaches the girl to make her bed, and teaches her to embroider. The mother and grandmother mock the father in the child's presence, yet the father also makes many mistakes. Arriving home late at night

from work, he wakes the girl up to talk with her. On weekends, he often takes her to a museum, and after that to the theater. After such a "workload," the girl came to school exhausted, often complained of headaches, could not keep up with completing assignments alongside the class, and made mistakes.

We had to work with this family that seemed fine at first glance. I conversed many times with the father, who believed he was right in everything and blamed the mother and grandmother; I conversed with the mother and grandmother, who considered the father to be the main culprit. I had to converse with everyone together and convince them that they all love the child in their own way, yet cripple her in their own way. They agreed on a daily routine, on unified requirements, and on parental authority. The parents understood their mistakes and tried to correct them. They often come for advice on various matters, and on March 24 the father came to consult on how best to spend the school break, and where he could go with the girl. The girl is an honor student, but very much work still lies ahead with this family.

In Class 1, a seven-year-old girl named Lilya came to teacher S. V. Storozhko. For a long time, she could not hold a pencil in her hands, could not see notebook lines, and straight lines ran from corner to corner for her.

Sofya Vasilyevna summoned the mother, who said a mass of impudent things to her, stating that the teacher was demanding the impossible from a seven-year-old. During her second visit, the mother stated that she was going to complain to the principal. Only after several conversations did the mother

finally agree with the teacher's demands, became interested in her daughter's studies, and began to assist her; as a result, the girl, who had D grades in the second quarter, now succeeds in all subjects.

Many such examples of individual work with parents can be cited; almost all teachers at our school conduct it, but it must be said that we still underestimate individual work with parents and leave much unfinished in this area.

However, as a result of our work — even if still insufficient — many parents have changed their attitude toward children; they have come to consider studying a great labor, began to create the necessary conditions for students to complete homework assignments, and whereas previously in the lower grades, when reviewing Notebook No. 1 and No. 2, we always noted that homework was performed significantly worse than classwork, now we can state with satisfaction that this has become a rare occurrence. We managed to break many parents of the habit of doing homework *for* their children, with the result that the girls themselves began overcoming difficulties.

It would be a mistake to claim that as a result of our work with parents, academic achievement sharply increased, but we can state with confidence that parents' interest in child upbringing grew, and parents understood the full seriousness and responsibility of upbringing. This work raised the authority of the school and the teacher in the eyes of parents. The more questions we raise at meetings, the more questions arise among parents, and they bring them to the teacher. Undoubtedly, further, deeper work with parents will

facilitate our fulfillment of the serious state task of educating and bringing up the younger generation.

We have only just begun real work with families; it must be deepened to reach the broad masses of parents.

The cultural level of our parents is growing, which is why pedagogical propaganda must be conducted at a higher level.

In socialist society, there is no private property, no domination and submission, and no exploitation of man by man. The Soviet people live as a single fraternal family, building communism under the leadership of the great party of Lenin and Stalin through harmonious labor efforts. Characteristics of people in a socialist society include comradeship, solidarity, mutual assistance in labor and struggle, and high mutual respect for one another.

In the Soviet family, as a cell of socialist society, relationships among its members are also formed in a new way.

Back in 1938, M. I. Kalinin said:

> «Family conditions and relationships between children and parents have changed so much for the better that they defy any comparison — they have advanced significantly toward socialism. In the capitalist world, these relationships are callous, selfish, rude, and cruel, whereas in our country they have become humanized in the best sense of the word. Probably, equal rights for women contribute greatly to this» 1.

Millions of Soviet parents participate in heroic labor to fulfill the Stalinist Five-Year Plan for the recovery and development of the national economy of the USSR. In the family, children hear parents and other older family members discuss issues related to the struggle to overfulfill norms, admire the selfless labor of top Stakhanovites, inventors, and cultural workers, display a keen interest in each other's labor successes in production, on collective farms, and in institutions, and help one another in household chores. Children daily see the labor example of their elders.

All this has a very positive effect on children and creates essential prerequisites for their labor education in the family.

In school, during the educational process, students learn the social meaning and significance of labor. In lessons, they learn and study the biographies of the great leaders of the revolution, Marx — Engels — Lenin — Stalin, whose lives serve as an unsurpassed example of selfless, dedicated service to working people and struggle for human happiness.

The school organizes and conducts practical work for students on school plots, in workshops, on collective farms, and state farms, teaches children to apply and test their knowledge in practice, and encourages them to acquire new knowledge and solid labor skills in the process of performing socially useful work.

Socially useful work organized and conducted by the school under the guidance of teachers (greening streets, planting public fruit orchards, pest control on collective farm fields,

collecting fertilizers for collective and state farms, public vegetable gardens, helping construct ponds and reservoirs, etc.) represents the first step in children's work for the general good and lays the foundation for developing a genuinely communist attitude toward labor.

The Pioneer and Komsomol organizations, as well as extra-curricular children's institutions, contribute to this to an enormous degree.

However, the role of the Soviet family in solving the tasks of labor education of schoolchildren is of no small importance.

High ideals and new relationships in the Soviet family create favorable conditions for the comprehensive education of children and, especially, for labor education.

Parents who try to shield their children from any physical labor act to their detriment. In such parents' homes, children grow up delicate, dislike labor, are practically unprepared for life, and lack the necessary labor conditioning and moral stamina. Meanwhile, Soviet youth must value the labor of others and not refuse any menial work themselves, nor despise or fear it. They must know how to do the most necessary tasks in daily family life — wash clothes, mend linens, prepare food, keep the apartment clean, know a trade, etc.

"Love for labor is one of the main elements of communist morality," 1 — said M. I. Kalinin.

This same thought is vividly reflected in a number of works by N. K. Krupskaya and A. S. Makarenko.

N. K. Krupskaya insisted that parents accustom children to self-service from a very early age so that young children do not develop selfish traits foreign to us. Soviet children must have a happy childhood, but this does not mean it should be idle. Children will by no means become happy just because parents and older family members wait on them "like some bourgeois sons," serving them hand and foot. Nadezhda Konstantinovna deeply revealed in her works that children's labor in school and family serves as a wonderful means for raising "smart, committed builders of socialism".

A. S. Makarenko, in his pedagogical works on this topic, pointed out that labor education not only develops abilities, skills, and knacks in children across various areas — in labor, the best qualities of a child's personality are developed, their character is cultivated, and moral feelings and convictions are developed. In other words, proper labor education is one of the conditions for well-rounded, harmonious development of a child's personality.

Proper moral education is possible only through labor. Working, a child learns to respect coworkers and help them, respect family members who work for the benefit of society and the family collective, and view slacker and parasite with contempt and condemnation.

In the present article, we shall attempt to summarize the experience of children's labor education based on survey data from over a thousand families.

We managed to establish that many types of child labor in the family are determined not only by parents, but also by teachers,

as well as Komsomol and Pioneer organizations and extra-curricular children's institutions.

To give at least a brief characterization of the various types of child labor in the family, we have, for convenience, grouped them in terms of their uniformity and educational value.

I. Main Types of Child Labor in the Family

Children's labor in household chores or domestic labor. This includes all self-service work (making beds, cleaning shoes and clothes, minor clothing repairs, cleaning one's desk and room, ironing one's clothes, etc.) and family service work (cleaning the apartment, chopping firewood, washing clothes, floor scrubbing, carrying water, cooking food, yard work, childcare, and various minor household chores).

The tasks and nature of this type of labor are determined by the family; all household work proceeds under the guidance and control of parents. The school here merely helps the family utilize child labor in the household for educational purposes and refine methods of conducting it.

Academic labor is connected with carrying out regular assigned tasks of a theoretical nature (working with textbooks and books, written work, memorizing poems) and with carrying out practical lesson assignments (germinating seeds, making models, herbariums, collecting collections, etc.). This type of child labor in the family is completely determined by the school, and parents retain only the function of assistance and control to ensure that study assignments are completed neatly; they see to it that children learn their lessons in a timely manner, create conditions for normal academic work, etc.

Productive labor in the family. This includes: a) work constructing models, simple mechanisms, technical inventing, carpentry, soldering, locksmith work, sewing machine operation, repairing electric lighting, and radio wiring.

Productive labor is carried out in family conditions, but labor assignments are mostly determined by the school (building devices), extra-curricular clubs (model construction, etc.), and the Pioneer troop (repairing furniture for a soldier's family, sewing helmet liners for pilots, etc.). However, many assignments originate from the family (repairing an electrical appliance, fixing a radio, making wooden dishes, soldering a bucket, etc.). Thus, here the family creates all conditions for carrying out assignments from the school, Pioneer organization, and extra-curricular institutions, and provides assistance to children in this work; at the same time, it determines its own independent assignments based on household needs and taking into account the schoolchild's overall labor workload.

To productive labor we also assign agricultural labor of children in the family in plant growing (in the garden, field, vegetable patch), livestock breeding, beekeeping, and poultry farming.

Tasks in this area of labor are predominantly determined by the family. However, in many cases children complete assignments from Young Naturalists' clubs at home. And while in agricultural labor parents independently organize children's activities in line with the overall school direction, in Young Naturalists' work they need only know the content of the labor

assignment and directions from the club leader, and then see to it that children strictly adhere to these instructions.

Artistic labor (working with plaster, modeling, artistic woodwork cutting, wood burning, painting, artistic embroidery). Labor assignments in this type of work can be determined by both school and family, but guidance during performance usually remains with leaders of artistic clubs, as parents often lack the necessary knowledge in artistic work, and their role in this case boils down to creating conditions for completing the assigned tasks.

Each type of child labor in the family is connected with one side or another of communist upbringing: academic labor — with mental education; productive labor — with polytechnic education; artistic labor — with aesthetic education; domestic labor — primarily with physical education. Children's participation in diverse types of labor overall contributes to their moral education, as labor education is an integral part of cultivating communist morality.

In studying the experience of child labor education in the family, we identified a wide variety of techniques. The main ones are: 1) gradually accustoming children to labor, starting with light, small tasks; 2) parental assistance to children in planning and organizing complex labor tasks; 3) exercising children in diverse labor operations; 4) parental supervision over children's completion of labor tasks and training them in self-control; 5) analysis and objective assessment of child labor results; 6) showing children examples of labor through demonstration; 7) excursions with children to Machine-Tractor Stations, production sites, and collective farm fields; 8) talks

with children and reading fiction about the labor heroic feats of Soviet people.

II. Organization and Methodology of Labor Education of Children in the Family

1. Gradually Accustoming to Labor Effort

The choice of initial assignments must align with the age, gender, abilities, and interests of children. When parents of one family assigned a twelve-year-old boy unused to household work the complex cleaning of the apartment as his first assignment, it caused sharp resistance from him. Apparently, when giving assignments to children, one must first select work that is not only necessary for the family, but fully accessible to their age and accumulated labor experience.

This is precisely how many parents act. Moreover, they strictly demand from children good quality performance on initial manageable labor assignments and a proper approach to methods of completing them. It is not enough to wash stockings; they must be thoroughly rinsed. It is not enough to chop firewood; one must know how to do it without excessive strain.

It is very important from the very beginning to achieve completion of even the initial labor assignments from children. No less important is developing in them a sense of duty toward parents, toward the family collective. **From this begins the upbringing of a child's sense of duty toward society.**

In essence, right in family settings, by helping parents, children — to a certain extent — help Soviet society as well.

In a way, they free up parents' time and contribute to father and mother gaining somewhat greater opportunity for rest, preserving more energy for work in production, on collective farms, or in institutions.

If schoolchildren understand this and demonstrate care for their parents in action, their manageable labor in the family will have especially great educational significance.

2. Instruction, Assistance in Planning Labor Tasks, and Organization of the Labor Process

Study of experience showed that it is impossible to accomplish the tasks of labor education in children without teaching them proper labor techniques and without helping them plan and organize labor. Observing many families, we became convinced that one can try to persuade children as much as one likes to love labor, or reproach them for helping parents little or poorly, but none of this will yield results unless children are systematically and persistently accustomed to labor.

Only in the process of active participation in labor can a child's capacity for labor effort develop and strengthen. Achieving success in labor, children experience a sense of satisfaction. Participation in labor contributes to developing their psyche and changes their attitude toward work. But attracting children to labor is only half the battle; it is necessary to help them master stable and correct skills in what are sometimes quite complex types of labor.

We observed many instances where schoolchildren under the influence of teachers and parents willingly undertook complex labor assignments, worked conscientiously and

enthusiastically, sincerely wishing to help parents. But after a certain time passed, the children cooled to the work, sought various reasons, motives, and ways to avoid it. This happened because parents did not help children properly approach the execution of complex labor tasks, did not train them in labor, and failed to create necessary conditions for carrying out assignments.

This was precisely the case in the family of P. Gena, a 4th-grade student who previously performed no work other than making his bed. The teacher convinced the parents to gradually give their son various labor assignments. When the boy developed and consolidated a capacity for labor effort, he was offered to care for indoor plants, which he loved very much. Gena took up this work with great enthusiasm. The parents were pleased. But after two months, it turned out that the flowers were in a neglected state. We began observing the boy, talked with him several times, and established that the reason for his cooling toward plant care lay in his improper approach to the new task. Cacti, which did not require frequent watering, he watered daily, while blooming asters he decided to water twice a week. As a result, worms appeared in the soil feeding the cactus, while the asters withered. Someone among Gena's comrades suggested that worms should be eradicated with tobacco infusion. He asked his parents for money for tobacco, but they refused him, fearing Gena might start smoking. Gena then decided to move the asters to the window where there was more sun, and they turned completely yellow. Seeing that nothing was coming of his plant care, the boy increasingly forgot to water the flowers and finally stopped paying attention to them altogether. The parents reproached

him for laziness, carelessness, and failing to keep his word. A conflict arose in the family.

What was the issue here? It is quite obvious that the boy's cooling toward labor occurred because the parents, entrusting him with a complex labor task, did not explain how to perform it, nor did they help properly organize the labor. We advised the parents to tell the boy about plant care techniques, help him repot the cacti into healthy soil, obtain fresh aster seedlings, buy a small watering can for plant watering, etc. The parents followed our directions, and the boy's interest in his labor duties resumed, along with renewed enthusiasm.

Carrying out a complex labor task requires complex volitional actions, which will yield a positive effect only if organized appropriately and systematically. The conscious volitional determination of a child will be expressed more vividly expressed in labor if they clearly comprehend the goal of the work, if parents help draw up a plan for completing the labor assignment and outline the main techniques for executing it, and if, finally, at least the most necessary conditions are created for the child to achieve the set labor goal. Only in this case will a complex volitional action take higher forms and become stable. The child will comprehend the labor process more deeply, acquire new knowledge and skills, and then their thinking will become more creative, and their will more flexible. They will be able to devise their own, more rational means of achieving the labor goal, showing new creative efforts and persistence. The experience of leading parents shows that a great deal can be achieved if one genuinely guides children's labor in the family, using instruction techniques

when complex labor tasks are performed, and helping children plan and organize the labor process.

Let us cite the experience of family Z. The father is an employee, an accountant; the mother is a technician at a defense plant. They have two Pioneer sons. Both boys are honor students. One studied in Class 4, the other in Class 5. The boys never refused labor assignments. But the parents worried that labor tasks would interfere with their studies, and only occasionally suggested doing one household task or another. After the father and mother listened to a series of talks in a pedagogical circle at a parent university, they began approaching the tasks of children's labor education in the family significantly more seriously. The father once convened a "family council" and raised the issue that the mother worked a lot, traveling a long distance to the plant daily while carrying a heavy household workload. She needed to be relieved. It was decided that, first, both sons would take on the duty of thoroughly cleaning the apartment every Saturday, and second, the older son would prepare dinner on days when the mother worked the first shift (every other day), while the younger son would clean and iron suits every other day for himself and his brother.

The labor assignments were complex, but the schoolchildren demonstrated readiness to fulfill them. The father took charge of their labor. During the first Saturday cleaning, he participated himself and gave his sons some instructions regarding how to perform one task or another. As a result, the quality of the cleaning turned out excellent. The mother praised the work of "her men," as she jokingly called

her sons and husband. The success and the awareness that their mother actually breathed a sigh of relief reinforced the children's resolve to always perform the Saturday cleanings just as thoroughly, and this tradition remained in the family until recently. It must be said that the more the children mastered this labor, the more ways they found to perform it better and faster.

It is essential to develop in children the ability to show creative initiative in labor, the ability to find the most rational techniques for completing a particular labor task. Let us recall the statement on this matter by A. S. Makarenko, who wrote: "A true Stakhanovite least of all relies on his muscles; he organizes his success, applying new methods of arranging material and tools, new devices, and new methods of work. Parents, too, must always remember this. In their family, they should raise not heavy dray labor, but Stakhanovites—people of socialist labor and socialist achievements"[46].

This is a very important guideline. And when we speak of instruction, we mean the necessary assistance to children in mastering a new labor process, not the suppression, to any extent, of children's initiative. On the contrary, instruction, planning, and creating the necessary conditions should contribute to developing initiative in children, a desire to comprehend the labor task as best as possible, and to find rational ways to carry it out in order to achieve the highest possible result.

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[46] A. S. Makarenko, *Lectures for Parents*. Uchpedgiz, 1941, p. 72.

From the point of view of instilling a creative approach to labor in children, the experience of the famous collective farmer Dodina, who was awarded a Large Gold Medal of the VSKhV for Stakhanovite labor on the collective farm, is very instructive. We recorded her following account:

"After returning from Moscow from the All-Union Agricultural Exhibition, I told my daughters how the best Stakhanovite women care for cows, what a vast amount of milk they yield, and what large vegetables are grown in Ukraine. I explained various methods to the girls that I heard about at the exhibition. I told them how to feed a cow, how to keep the stall clean, how to protect the udder, and how much salt to give a cow. Then I explained how best to till the soil to yield good vegetables. I gave my daughters special seeds brought from the exhibition and explained how to germinate and plant them.

My efforts were not in vain. The girls set to work well. They tended to the cow as if it were a child. They read books on cow care. Everything I told them, they applied in practice. I kept an eye on their work, fearing they might mess something up. But the girls did everything properly. They also worked diligently in the vegetable garden: loosened the soil, applied fertilizers in various ways, watered by the hour, weeded grass on time, and destroyed worms. How happy they were when an unprecedented crop turned out! Potato tubers weighed up to 500 grams each, and the beets, though not as successful by weight, grew sweet and high-quality.

The biology teacher often came to our garden and brought other schoolchildren. She strongly approved of my daughters' work and gave them much good advice».

Comrade Dodina's older daughter studied in Class 7, while the younger was in Class 6. We observed these girls over two years and became convinced that under their mother's influence, they developed a solid commitment to applying new achievements of science and leading Stakhanovites in household agricultural labor. On their own initiative, they consulted the biology teacher and took books from the library on growing garden crops and raising cow milk yield. Each time their mother returned from the All-Union Agricultural Exhibition, the girls eagerly listened to her accounts and immediately transitioned to experimenting. These girls developed a solid, creative attitude toward labor because the mother, in entrusting them with complex labor tasks, not only instructed them, but awakened initiative and a drive to master new knowledge and skills.

Carrying out one task or another under family conditions will have greater or lesser educational effect depending on the motives by which this work is prompted. In studying the labor of schoolchildren in the family, we revealed a wide variety of motives. In families where parents attached primary importance to encouraging and punishing schoolchildren for good or bad work, children explained that they help at home to "earn" money for the movies, ice cream, or to avoid punishment.

These schoolchildren developed a certain capacity to exert labor effort, but had an extremely poorly developed sense of duty toward the family.

Some schoolchildren performed one task or another at home solely because it interested them. For example, Class 6 student

Andryusha N. gladly repaired electrical appliances at home, but if his mother asked him to stoke the stove, he categorically refused, stating that household chores were "disgusting and uninteresting" to him. He lacked the desire to help his mother and lighten her load.

The majority of schoolchildren whom we observed performed work out of a sense of duty toward parents and the family as a whole. In essays on the topic *"What work I perform at home,"* children explain very diversely and at times touchingly why they help their parents.

Kolya Ch. writes: «My father works in a Stakhanovite manner at the plant, sparing no effort, so at home he shouldn't get tired. It costs me nothing to handle the firewood. I repaired the dirt bench insulation myself and fixed the barn. Father told me I'm a good helper».

Vanya K. writes: «My father was wounded twice and shell-shocked in the war. Now he has recovered, but we protect him. He only has to think about taking on some work at home, and Petya and I beat him to it».

Soviet schoolchildren see Stakhanovites and warriors in their fathers; they deeply respect their mothers for public labor and work in the family, showing sensitive care for parents by rendering labor assistance in the home. Such an attitude toward parents is the result of a proper approach to child upbringing by the school, as well as by fathers and mothers themselves.

However, during our study, several negative facts were also revealed. We encountered such examples where a schoolchild eagerly performs work for themselves or their family, but

refuses to help an elderly female neighbor water her garden or help a comrade chop firewood. This indicates that some children do not regard their labor as a Soviet person should.

3. *Exercises* in Diverse Labor Operations

It means a great deal if parents manage to develop in children the capacity for labor effort, but they will achieve even more if they teach children to cope with labor assignments meaningfully and creatively. This is the main goal in labor education. However, this is far from all. In order for children's labor to yield greater results and become a need for them, it is necessary to exercise children daily in work and instill in them conscious and firm labor skills. Only under this condition will parents succeed in bringing up the qualities of a genuine worker in children.

Experience shows that labor skills are formed in different children at different speeds. Labor skills are formed faster when work assignments are manageable, when there is a real sense of success, and when children work creatively, enthusiastically, and search for the most rational methods to solve the task at hand. Positive motives for labor activity and a conscious labor mindset exert a huge influence on the speed and firmness of skill formation.

Exercise in labor activity develops a child's will. Schoolchildren are usually capable of overcoming significant difficulties in work when they possess certain labor skills developed in the process of prolonged exercises. When these skills are lacking, necessary volitional efforts are difficult for children to make. The very process of skill formation through exercise represents a certain training of the will. And in order

for these skills to become more solid and refined, so that they can serve as a substantial foundation for the further development of children's volitional activity, parents must show strict, consistent demandingness regarding the completion of a specific circle of permanent labor duties by children. Under this condition, exercise in carrying out labor assignments will be one of the essential methods of labor education of children in the family.

At the core of the most essential labor assignments usually lies some specific goal: to help mother or grandmother, sew a doll for a younger sister, water the garden of an invalid neighbor, hem neckerchiefs for novice Pioneers, collect ash for fertilizing collective farm fields, etc. It is precisely such work—which helps raise communist morality in a schoolchild—that is especially important to entrust to children. They must be raised so that they approach such work with an awareness of the moral duty of a Soviet citizen.

4. Supervision Over the Execution of Labor Assignments and Training Children in Self-Control

As we have already noted above, the process of executing various labor assignments is a process of a child's overall development and the acquisition of new qualities. This development proceeds along complex paths, intertwining both intellectual and motor aspects. But labor will exert a positive influence on a child's personality development only if it proceeds systematically and is properly organized from the perspective of pedagogical tasks. We observed individual families in which parents organized children's labor poorly and did not inspect it at all, causing it to have a superficial

character; work was done carelessly, not brought to completion, and children developed negligence and an irresponsible attitude toward carrying out labor assignments.

In the experience of the best parents, supervision over children's work proceeds in the following directions:

Parents verify, through conversations with children and observations, whether children correctly understand the goal of a labor assignment, whether they adhere to a plan, and whether they adjust their actions in connection with the set goal and outlined plan. Parents reveal by what means a labor assignment is being executed. Naturally, the meaning of parental supervision along this main line of children's labor activity lies in its combination with instructional guidance, which finds its continuation here. The task of parents is not only to supervise, but also to help children correct errors as they occur.

However, it is necessary to warn against "spoon-feeding" the content and methods of executing a labor task to children, as this will hinder the awakening of child initiative and creativity.

The most experienced parents, in the process of supervision, strive to encourage the desire of schoolchildren to utilize new ways of completing a labor task. Sometimes a schoolchild tries a completely rational method, and in that case, it is sufficient merely to support them. In a number of cases, they attempt to perform work using some newly devised method, but it is obvious to the parents that they will fail. In these instances, one must act very subtly. If this new method stems from a desire to do things slapdash just to get rid of the work as quickly as possible, then the schoolchild should be stopped and required

to use another, more effective method of completing the task. But if the child devised their method with a sincere desire to make the work not only faster, but with better results, then experienced parents usually do not suppress the child's initiative and give them the opportunity to see for themselves that their action is impractical. With such an approach, an analysis of the schoolchild's mistake very often prompts them toward a new, but now successful resolution of the labor task.

When implementing supervision methods, experienced parents continuously strive to develop the capacity for self-control in children and prompt them to hold themselves accountable: whether they are moving along the correct path toward the set labor goal, whether they are getting too distracted or slowing their pace, and whether they are performing their work thoroughly enough.

Thus, supervision over the execution of labor assignments cannot carry the character of a formal check, but must be a genuine method of a schoolchild's labor education, positively influencing the formation of their personality.

The second line of the method of supervising labor assignments, which we uncovered in the experience of the best Soviet parents, consists in verifying the accuracy, speed, and coordination of a schoolchild's working movements, and in revealing whether they are capable of performing a labor task with the least expenditure of energy.

We observed one Class 6 schoolchild—Serezha L. His mother assigned him to nail up a coat hanger. He began driving nails with such force that plaster crumbled and the nails began to

bend. He started straightening them, and ultimately spent over two hours on a fairly simple task, nailing the hanger poorly, not to mention thoroughly ruining the walls. After finishing the work, Serezha complained heavily of fatigue and grumbled for a long time. And how many examples exist where girls scrub floors or iron their dresses while making a multitude of completely redundant and disorderly movements, wasting a lot of energy in vain, and not always achieving good quality execution. With such a work style, the development of labor skills is delayed, the amount of expended energy is high, forces are spent unproductively, and fatigue sets in quickly. Regulated, precise, and even movements during the execution of labor tasks conserve energy. Leading Soviet parents, understanding this well and supervising the organization of children's labor in the family, strive in such work as stacking firewood, kneading dough, ironing, washing clothes, sewing, woodwork, spinning, etc., to instill in children a drive to maintain a certain rhythm in work.

Demanding accuracy, rhythm, and systematic movement from children during labor assignments must naturally conform to the characteristics of their age. Thus, younger schoolchildren fatigue quickly when performing precise working movements, which is why labor tasks should be given to them for short durations. But as a schoolchild grows older, their motor skills develop and strengthen; precise movements and a rhythmic flow of work already help prevent fatigue and, in turn, foster the further development of motor functions. For example, a teenager exhibits a certain unevenness in the development of various motor components, which manifests in a degree of awkwardness. Systematic, well-organized, and rhythmic

movements in the process of executing physical labor assignments will assist in smoothing out this awkwardness and, consequently, help refine students' motor skills.

In supervising and directing the execution of labor assignments, leading Soviet parents monitor the hygiene of schoolchildren's domestic labor. We encountered pointers from them regarding the following deficiencies in children's labor hygiene: a) children work in improper postures and ruin their spine and posture overall; b) when performing tasks such as mending, sorting berries for jam, removing stains from clothes, etc., children bend down very low and spoil their eyesight; c) before preparing food, children do not wash their hands and poorly rinse vegetables and grains, resulting in unhygienic culinary work; d) children carry out cleaning, shoe polishing, stove stoking, etc., in their school uniforms.

Preventing these deficiencies and maintaining control over this aspect of child labor has not only narrow hygienic significance, but also educational value, as children are trained in neatness and tidiness both at home and at school.

Finally, in many of the best families, parents supervise the correctness of children's collective labor. A schoolchild might perform their individual labor assignment excellently in every respect, but when parents entrust all their children with some collective work, that same schoolchild tries to shift all the labor onto their brothers and sisters. Sometimes they are even inclined to claim the labor success achieved by others as their own. The task of the Soviet family is to raise a future member of socialist society who is obligated to help others and know how to work collectively. From this perspective, it is very

important to check how well children know how to work collectively under family conditions, and how eagerly and sincerely they help one another.

5. Analysis of Essential Labor Results and Their Objective Evaluation

The tasks of labor education of children in the family cannot be realized if parents take no interest in the results of children's labor. In that case, children soon cool toward labor assignments. Analysis of labor results is necessary because it contributes to a schoolchild's understanding of their achievements and shortcomings, and serves as a stimulus for further refinement of labor processes.

Methods of analysis are very diverse and depend on which type of labor is being analyzed and evaluated. However, leading parents align the nature of analysis with the educational tasks of child labor.

When a schoolchild waits for parents to see how they performed one household task or another, it is not enough to tell them "well done" or "that won't do"; one must explain what their achievements were this time and what is still weak. It is by no means necessary to turn this analysis into a lengthy, boring lecture. It should be concise, clear, and concrete. Under this condition, pointers gain greater weight and exert a stronger educational impact.

In individual cases, it makes sense not to tell a child about all noticed shortcomings, so as not to dampen their labor enthusiasm, but merely to note these shortcomings for oneself, and then—unnoticeably to the schoolchild—direct their labor so that these issues are gradually overcome and eliminated.

A fair and pedagogically sound evaluation of labor results stimulates a child toward labor activity, forms their will to work, and increases their labor enthusiasm.

6. Joint Excursions with Children to Production Sites, Collective Fields, and Machine-Tractor Stations (MTS)

It would seem that this method is not specific to family use and would be more effective if applied by the school. But in the process of studying the experience of raising children through labor in the family, we uncovered many parents who make use of this method and achieve substantial results.

Comrade B. visited collective fields many times with his school-aged children and their comrades, showing them how and with what soil is fertilized, how seeds are sorted and prepared for planting, explaining the best timeframes for weeding, and the children began successfully applying the knowledge gained at home in their individual gardens.

An attendee of the Parent University, E., visited the kitchen of a large public cafeteria managed by her friend, along with her daughters. The daughters learned new methods of preparing first and second courses. They applied these methods at home, and the food became tastier.

A large number of such examples could be cited.

Our study of labor education in the family showed that to build a labor mindset in children, it means a great deal if they see firsthand in production how virtuously a female textile worker operates several looms simultaneously, how deftly a seamstress handles a needle in a sewing shop, how carefully and gently a pig farmer treats little piglets, or how thoroughly a deckhand

on a river steamboat washes the deck and polishes the handrails. All this leaves a deep impression on a child's consciousness and carries great positive value for instilling an ardent love for creative, selfless labor in children.

7. Joint Reading of Literature with Children and Talks About Heroes and Labor Feats of the Best Soviet Workers

This method can provide parents invaluable assistance in the labor education of children. In this regard, it is especially important to utilize the great examples of the luminaries of science and leaders of working people—Marx, Engels, Lenin, and Stalin—whose entire lives represent a continuous chain of great and noble labor feats in the name of the proletarian revolution and the liberation of working people from capitalist oppression.

The great leaders, right from early youth, grew accustomed to persistent, heavy labor, which helped them master the heights of science and advance it forward.

In the exact same way, one should tell children about those Soviet people whose selfless, heroic labor demonstrates a drive to follow the precepts of the great leaders Lenin and Stalin, and a readiness to devote all their strength to their people and their Motherland.

Reading fiction and holding talks with children about labor feats should aim to form children's labor ideals. This is a major pedagogical task.

At 12–14 years old, children usually experience a great need to have their own ideals. They are ready to easily become fascinated both by a close ideal—an older brother or sister who

is a Stakhanovite—and by a distant ideal told to them by parents or learned from a good book. Helping a schoolchild choose an ideal of a worker means helping their labor education. It is very important that a schoolchild learns from early years to respect in a person not outward brilliance, but what elevates them most—labor enthusiasm, the ability to work selflessly, and the achievement of labor victories in the struggle for communism.

In this regard, great benefit is brought by family evenings where literature on the labor heroism of Soviet people is read and images of selfless labor heroes are discussed.

We do not have the opportunity to recount these family evenings in detail in the present article, but we are firmly convinced that they contribute a great deal to children in terms of instilling respect and love for labor.

Creating a coherent and comprehensive system of labor education for schoolchildren in the Soviet family is a task for further research. The methods of raising children through labor developed by us represent only the beginning of this large and important work.

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ERRATUM

In volume 1 of the Supplement to the journal "Soviet Pedagogy" — "Communist Education in the Soviet School", on page 113, line 12 from the top, it should read:

To transition from socialism to communism, Marxism-Leninism teaches, the following conditions are needed; further according to text.

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