

SOCIAL SCIENCES ✓  
JUNE, 1958

25¢

DETROIT PUBLIC LIBRARY JUN 9 1958

# **New World**

**REVIEW**

---

## **HOW SOVIET SCHOOLS TEACH THE RETARDED AND HANDICAPPED**

**PROF. A. R. LURIA**

## **Peace — Everyman's Campaign**

**Jessica Smith**

## **Report from China**

**Huang Lung**

## **"Spartacus" — New Soviet Ballet**

**Ralph Parker**

## **USA - USSR Cultural Exchanges**

**Murray Young**

---

# NEW WORLD REVIEW

JUNE

1958

A Sense of Brotherhood  
Murray Young 3

Everyman's Campaign  
Jessica Smith 7

"Spartacus"—a New Soviet  
Ballet  
Ralph Parker 16

Report from China:  
45 Million Acres of Land  
Irrigated  
Huang Lung 18

Soviet Education:  
Selection of Children for  
Special Schools  
Prof. A. R. Luria 23

## BOOKS

Theology Between Yesterday  
and Tomorrow  
Joseph L. Hromadka 37

The Theater in Soviet Russia  
Nikolai A. Gorchakov 38

JESSICA SMITH, *Editor*  
MURRAY YOUNG, *Managing Editor*

ESLANDA ROBESON  
*Editorial Consultants on Negro and  
Colonial Questions  
and UN Correspondents*

Vol. 26, No. 6, June, 1958. Re-entered as second class matter June 27, 1951 at the Post Office at New York, N. Y., under the Act of March 3, 1879. Subscription \$2.50 per year. \$1.25 for 6 months (Canadian, \$3.00, foreign \$3.50 a year. Draw money orders or checks payable in New York). Published monthly by the N.W.R. Publications, Inc., 34 West 15th Street, New York 11, N. Y. Indexed in Bulletin of the Public Affairs Information Service. Phone: CHelsea 3-0666.  
PRINTED IN U.S.A.

209

## NWR FOR LIBRARIES

We are reprinting the appeal for library funds from our May issue. The expansion of the cultural exchange program recorded in this issue gives this appeal even more point.

As a reader of the NEW WORLD REVIEW you, of course, share with us the belief that this expansion grows from the deep-seated desire of peoples everywhere to get to know and understand each other, particularly when the whole great question of peace is dependent upon such understanding.

More and more libraries have indicated that they would like to take advantage of our special library subscription rate of \$1.25 a year. This rate is made possible by donations from readers who frequently suggest with their gift the libraries to which they would like the subscription made available. Otherwise we assign the subscriptions to libraries on our list.

To be able to fulfill all the requests it is necessary for us to have a considerable increase in our fund.

If you have not sent in your contribution to the library fund, won't you do so immediately?

*Please fill out and mail today*

### NEW WORLD REVIEW

7th Floor  
34 West 15th Street  
New York 11, N. Y.

I enclose \$\_\_\_\_\_ for \_\_\_\_\_  
gift subscriptions to libraries at the special  
rate of \$1.25 per year.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

# A Sense of Brotherhood

by MURRAY YOUNG

THE Moiseyev dancers closed their three-week engagement at the Metropolitan in New York with a Virginia Reel danced to the tune of "Turkey in the Straw" and then set out on their triumphal tour of other U.S. and Canadian cities. (They return in late June for 8 performances at Madison Square Garden. First announced as four performances, the huge demand for tickets in advance made necessary doubling the number of performances.)

Harold Clurman, dramatic critic for the *Nation* (May 3) sums up a whole season of theater going:

But the evening I enjoyed most this season—more than all ten of the best plays—was that of the Muscovite Moiseyev Dance Company. My enthusiasm seems universal. It has been many years since I have heard such excited applause and cheering at any theatrical occasion in New York . . . the combination of vigor with innocence, perfect technical proficiency with smiling heartiness, physical exuberance with youthful elation, releases in our (American) hearts a particular spring of fervor. The qualities which these dancers possess are not only the qualities we most admire but those we like to claim as our own when we feel ourselves to be at our best. It may be said without sentimentality that these Russians on the stage arouse in our audiences a kinship, a certain sense of "brotherhood."

This "sense of brotherhood" and the open-hearted delight of American audiences in these vigorous young dancers is a clear sign of how eager we are for real contact with the Soviet people.

The exchange program now getting under way comes at a time when concern about the horrors of nuclear war has mounted to such intensity that applause for the purely human spectacle of dancing, wrestling, weight-lifting, basketball playing seems itself a kind of demand for a future free of this menacing horror.

Reports from the Soviet Union brought back by returning artists and sport participants indicate that for the people there, like ourselves, the applause and praise so generously given reaches beyond the immediate scene in the concert room or the sports fields and becomes an affirmation of the will of human beings to live together in peace and understanding.

It is in the light of this universal anxiety for peace, that the orbiting of the third Sputnik on May 15 must be seen. Weighing almost 3,000 pounds, this satellite carries enough instruments to conduct nine important experiments that will provide invaluable information for all future space investigation.

All members of the International Geophysical Year collect and exchange information from the orbited satellites so that the experiments conducted by means of Sputnik III, like the experiments of the two previous Sputniks and those being carried out by our three satellites which are still in orbit, becomes a most significant part of scientific exchange between countries.

Dr. Richard W. Porter, Chairman of the Earth Satellite Panel of the U.S. National Committee for the I.G.Y., said, according to the *New York Times* (May 16), "the Russians are to be congratulated for putting up so big a satellite and with such an interesting set of experiments."

Speaking at a reception on May 15, Premier Nikita Khrushchev, referring with great pride to this newest technical advance, said: "Is it not high time for us to become reasonable and to sit down at a common table and discuss how to live and how to develop contacts, and not to intimidate each other?"

The exchanges go ahead in many fields.

Six U.S. college editors arrived in Moscow early in May for a visit to Soviet universities. In July 40 U.S. college students will go to the Soviet Union for 39 days and in return 20 Soviet students will visit here for a month. And in the fall begins the year's exchange of American and Soviet students.

This summer will also see a visit by six American college presidents for a three week's study of Soviet higher education to be followed by a similar visit of Soviet educators here. This visit may well have grown out of the discussion arranged by the Columbia Broadcasting System between American college presidents and leading Soviet educators last December and reprinted in part in *New World Review* for February.

Already a group of ten American educators, headed by Lawrence G. Derthick, Educational Commissioner of the Department of Health, Education and Welfare, are in the Soviet Union for an on-the-spot survey of

education. In October a team of Soviet educators will pay a similar surveying visit to this country.

To make arrangements for this visit of American educators Oliver J. Caldwell, Assistant Commissioner for International Education of the U.S. Office of Education, traveled in the Soviet Union in April. According to the *New York Times* for May 4, Mr. Caldwell said he found copies of the Office of Education's publication *Education in the USSR* (for a discussion of this publication see January NWR) on the desks of the educators he visited. Questioned about a revised version of *Education in the USSR* as a result of the present survey, Commissioner Derthick answered that the on-the-spot survey would probably result in a whole series of pamphlets on Soviet education. In view of the distortions, inaccuracies and general inadequacies of the first report, Commissioner Derthick's promise of new material directly from Soviet sources is a most healthy omen.

In May a group of American experts in medicine and public health, among them Dr. Leona Baumgartner, the Health Commissioner for New York, arrived in the Soviet Union for a visit, the most recent in a series of such exchanges in the field of medicine which have been in progress for the past few years.

During May the third group in two years of Soviet housing experts were in this country investigating our public swimming pools, stadiums, tennis courts, playgrounds, and air-conditioned construction for use in subtropical areas of the USSR and Central Asia. They largely visited areas in California and Florida.

Also in May a delegation of 19

American steel experts left for a month's visit to inspect Soviet iron and steel plants. Late in the summer a Soviet delegation of approximately similar number is scheduled to arrive in the U.S. for an inspection of our steel plants. Of special interest in this exchange is the lifting of travel restriction by both countries on some of their steel areas. The U.S. delegation will go to hitherto restricted areas in the Urals including Magnitogorsk and the Soviet delegation will visit steel plants in the Chicago area.

Both the men's and women's basketball teams have returned from their matches in the Soviet Union with glowing reports of their reception in the cities they visited. Shirley Martin, the women's manager-chaperone said, "We were enthusiastically treated as V.I.P.'s everywhere we went. We played to capacity crowds and were treated with the utmost courtesy." (*N. Y. Times*, May 5.)

On July 20 an American eight-oared rowing crew will compete with a Soviet crew in Moscow, to be followed by a return meet in this country next year. Also in July an American track and field team composed of both men and women is scheduled for a meet in Moscow.

The final match between the Soviet and American wrestlers was held in New York on April 18 (the three previous matches had taken place in Oklahoma) before an unprecedentedly large audience at the New York Athletic Club gymnasium. On May 17 in Madison Square Garden the final match between Soviet and American weight-lifters was held. The two other matches between the teams took place in Chi-

cago and Detroit. It is interesting that the visiting Soviet team is completing a home-and-home series arranged as long ago as 1955 when a team of U.S. weight-lifters competed in Moscow. It was of course the recent waiving of the finger-printing restriction by our State Department that made the completion of the series possible.

Leonard Warren, leading singer of the Metropolitan Opera, began a series of recital and operatic appearances on May 11 in Moscow. According to the *New York Times* for May 12 "Before he was halfway through the song part of his program Mr. Warren was receiving written encore requests on the stage. Shouts of bravo from the 1,000 persons in the audience, including the Bolshoy's leading male singers, rang out after almost every number." Mr. Warren sang as well in Kiev, Leningrad and Riga. In Moscow and Kiev he sang the title role in Verdi's "Rigoletto" and in Riga he sang in a performance of the same composer's "Otello."

To thunderous applause, according to the *New York Times* for May 16, Van Cliburn, the young man from Kilgore, Texas, who won first prize in the International Tchaikovsky Piano Contest, closed his Soviet tour with a recital in Moscow. Taken to the heart of Soviet music lovers, he left the next day to fly to New York for two concerts at Carnegie Hall and an official welcome by Mayor Wagner at City Hall.

A packed audience at Carnegie Hall with many people famous in the musical world present cheered Mr. Cliburn at the end of his first concert. He had not disappointed them. As the critic of the *New York Times* (May 20) said: "Both those

who have backed him in this country and the Russians were right. He is a major talent."

The *Times* critic went on to point out another quality in the young pianist: "Something else emerged too. Although the Texas pianist is only 23, he is already impressive both as a human being and as an artist. And surely the two things are not unrelated."

This impressive human quality is evident in the long story devoted to him in *Time* magazine for May 19. At the age of twelve he had already decided that he would win a gold medal in Moscow because his idol Rachmaninov had been awarded one when he graduated from the Moscow Conservatory. From his first arrival in Moscow his response to the Russian people seems to have been whole-hearted and without reserve—as theirs to him. It was not only the powerful yet delicate sweep of his playing that instantly won them, but it was as well the directness of his approach, his modesty, and his profound dedication to music that made him a universal favorite.

Responding to their warmth, Cliburn seems to have found the whole of his six weeks in the Soviet Union as exhilarating as a homecoming. According to the *Time* article he confessed to a friend: "I tell you these are my people. I guess I've always had a Russian heart. I'd give them three quarts of blood and four pounds of flesh. I've never felt so at home anywhere in my whole life."

At the conclusion of the ticker-tape parade for Cliburn, when some 100,000 people lined lower Broadway to applaud him as he passed (an unprecedented greeting for a musician, confined as it has

been in the past largely to political figures, flyers and athletes), Cliburn responded to Mayor Wagner's presentation of the official scroll of the City of New York by thanking all his friends and supporters in America as well as the new friendships he had made in the Soviet Union which he said would endure forever:

You can't imagine what all this means to me. I shall always remember this day, and I know it is not due to me that all this happened, but to the fact that music is a language and a message that we can all have and enjoy.

It was a wonderful thing to be sent by this country to the Soviet Union. I wish you had been with me to see the wonderful heartwarming love and affection given to me because I was the person who carried a message. It could have happened to anyone.

At the luncheon in Cliburn's honor at the Waldorf-Astoria, Kirill Kondrashin, Soviet conductor who had flown here to conduct the concerts, said:

We share your pride in him. We like him not only because he is a good musician, but because he is a very good and warm-hearted young man.

Cliburn himself touched more deeply the significance for him of the whole experience:

I am very happy if I can be used. We all must be used for something. We all have some mission. You'll never know how humble I feel to be here and know you love me.

Deepening the sense of brotherhood, speaking directly by music to the hearts of other peoples, drawing more closely together all mankind through the eternal voice of music—this is indeed a mission. Van Cliburn of Kilgore, Texas has become a symbol and an inspiration to all those who long for understanding and peace throughout the world.

# Everyman's Campaign

by JESSICA SMITH

**C**URRENT turbulent events have served to emphasize anew that the greatest need in world affairs is for a fundamental change in U.S. foreign policies and economic relations, a renewed and wholehearted effort toward a quick convening of the summit conference, a constructive step toward disarmament by the ending of nuclear weapons tests.

In recent weeks the United States has entered upon a series of efforts to wrest from the Soviet Union the initiative in worldwide affairs dramatized by the earlier Sputniks—and now by Sputnik III, a hundred times larger than ours—by the USSR's consistent urging of a summit conference and its unilateral suspension of the testing of nuclear weapons. Whatever temporary advantages were claimed by paper victories over the USSR in the Security Council were quickly obscured by new demonstrations of the low point to which American prestige has fallen throughout the world.

The United States could find no other way to meet the outbreaks of anti-American sentiment in Algeria, Lebanon and Latin America except by a show of military strength which can only intensify that sentiment—the sending of troops to the Caribbean bases, the sudden dispatch of U.S. anti-riot arms under a 1956 agreement to Lebanon, the sailing of units of the Sixth Fleet toward

that country and the doubling of the Marine force with the fleet. It has been impossible to place the blame for these outbreaks on the Communists and “Soviet agents” rather than on U.S. policies. Even President Eisenhower was forced to admit in his May 14th press conference, when asked whether the attacks on Vice President Nixon were Communist inspired, “I don’t think there is any single cause—there are economic causes.” And the *New York Times* in an editorial of May 14 said that among the worst possible reactions was “a temptation to blame everything on the Communists via Moscow.” It compared the situation of the United States today with that of the British Empire in its heyday, when nobody loved “perfidious Albion”:

The whole point, with us today as with the British yesterday or the Romans 2,000 years ago, is that a great power must consider its own interests, and if it is truly great those interests will be best for all nations subject to its influence.

The day is long past when this version of “What is good for General Motors” can be applied on a world scale.

The overwhelming majority of the Latin American press from right to left took the view that the main cause of the anti-Nixon demonstra-

tions lay in such mistakes of the U.S. government as its support of dictatorships, exploitative economic policies resulting in terrible poverty, and encroachments on the independence of our southern neighbors.

The "hero's welcome" accorded Nixon on his return could not drown out the voices raised in Washington itself, among some Republicans as well as Democratic figures, in opposition to U.S. policies in Latin America and the ill-advised sending of troops, all of which will be aired in a Senate investigation of the causes of the riots in Peru and Venezuela, nor the voices of the people throughout the country raised in indignation at the depths to which American prestige has fallen and in new demands for policies to meet the crying needs of today for real good neighborliness, constructive economic aid and peaceful co-existence.

### ***Dangers of SAC Arctic Flights***

The hollowness of recent U.S. efforts to pose as the champion of peace were exposed in an article in the *Wall Street Journal* of May 8 entitled, "U.S. Diplomatic Maneuvers Make It Appear the Soviets Are Impeding Top-Level Talks." The game is given away, of course, in the words "make it appear," and in the last paragraph of the article which reads:

What has happened is that the U.S. has bought time to sell its anti-summit arguments. It did this by appearing to ease off on its summit opposition while prodding the Soviet Union into the preliminary negotiations. And the Russians, themselves, helped along the Western cause by making the mistake of bringing up in the United Nations American Strategic Air Command Flights into the Arctic. This issue not only

managed to divert world attention from the summit for a while but enabled Messrs. Eisenhower and Dulles to dramatize Soviet refusal to negotiate on disarmament matters.

This remarkably frank statement regarding the United States attitude reveals the entire spuriousness of the attempts to lay the blame for slowing up of summit preparations on the Soviet Union. It was no "mistake" that led the Soviet Union to bring up the question of the SAC flights in the Security Council nor was the move in any way designed to impede summit talks. It was solely motivated by the necessity of bringing before the world the desperate dangers to peace of the practice of sending American jets armed with thermo-nuclear bombs toward the Soviet Union whenever a flight of meteors or appearance of "blips" on a U.S. radar screen were mistakenly taken for a flight of Soviet missiles toward the United States.

In our last issue we quoted the UP dispatch appearing in the *New York Herald Tribune* of April 8 describing such flights as actually having taken place and the "fail safe" plan whereby if the planes did not receive word to go on they would turn back at a certain point. The article itself, cited by the Soviet Union in its complaint of this threat against the peace before the Security Council, raised the question as to whether through an error in transmission of signals an atomic war could be launched.

On April 21 Soviet delegate Arkady Sobolev brought before the Security Council a complaint entitled "Urgent measures to put an end to flights by United States military aircraft armed with atomic and

hydrogen bombs in the direction of the frontiers of the Soviet Union," and after warning how such flights might through some miscalculation launch a nuclear war, introduced a resolution whereby the Security Council would call upon the United States to end such flights as increasing international tension, and threatening world peace.

In his reply, U.S. delegate Henry Cabot Lodge had to acknowledge that such flights actually take place, but denied their provocative nature and insisted that they were for training purposes only, and that there could be no danger of the miscarriage of the "fail safe" system, since only President Eisenhower could give the actual signal for the bombers to proceed to their target. He insisted that the SAC was forced to carry out these missions of "deterrence," because of the danger of surprise attack which might mean that SAC planes would be destroyed on the ground.

(With regard to the dangers of "surprise attack" from the Soviet Union, it is worth noting that Allen Dulles, Director of the Central Intelligence Agency, in a speech to the Chamber of Commerce on April 28, took the position that the greatest challenge to the United States was Soviet economic progress, and declared "... as I see it, under its present policies, the USSR does not intend to use its military power in such a way as to risk general war.")

Mr. Lodge, acting as President of the Council as well as U.S. delegate, insisted on bringing the matter to a vote at the same session, thus refusing Mr. Sobolev the opportunity of a carefully prepared answer to the other participants in the debate.

Since under these circumstances it was clear that the vote would go against the Soviet Union, Mr. Sobolev withdrew the Soviet resolution, indicating at the same time that the matter would remain on the agenda for future consideration. In spite of the attitude of the majority of the Security Council in following the U.S. lead, there is no question that the overwhelming majority of the world's people would have welcomed action ending this terrible danger that accident, error or madness could unleash annihilating nuclear war.

### ***The U.S. and Arctic Inspection***

The next move of the United States was to try to turn the tables on the USSR and to call for the reconvening of the Security Council to consider the establishment of an international inspection system for the Arctic Zone, to guard against surprise attack.

The resolution called upon the five countries which had discussed this problem last year—the United States, Canada, Great Britain, France and the Soviet Union—together with Denmark and Norway, to designate representatives to participate in immediate discussions "with a view to agreeing on the technical arrangements required."

The zone proposed by the United States for inspection included: "all the territory north of the Arctic Circle of the Soviet Union, Canada, the United States"—that is, Alaska—"Denmark"—that is Greenland—"and Norway; all the territory of Canada, the United States and the Soviet Union west of 140 degrees West longitude, east of 160 degrees East longitude and north of 50 de-

grees North latitude; . . . all the remainder of the Kamchatka peninsula; and all of the Aleutians and Kurile Islands."

Subsequently the United States accepted a Swedish amendment to the effect that the Security Council "expresses the view that such discussions might serve as a useful basis for the deliberations on the disarmament problem at the summit conference on the convening of which talks are now in progress." This, however, in no way changed the substance of the resolution.

The Soviet Union at the same session introduced a new draft resolution, again calling on the United States "to refrain from sending its military aircraft carrying atomic and hydrogen bombs towards the frontiers of other states." An added paragraph would have had the Security Council note that preliminary talks were in progress with a view to the convening of a summit conference to discuss a number of urgent problems, "including the question of drawing up measures to preclude the danger of surprise attack" and expressing the hope that "the summit conference will be held at the earliest possible date."

In opening the debate, U.S. delegate Lodge declared that the previous discussions on the Soviet complaint had demonstrated that the Soviet charges were "groundless." He insisted:

Our flights are a necessary defensive measure against massive surprise attack and it follows, therefore, that if the danger of such attack were removed, the need for this defense would be correspondingly lessened. . . . We seek a measure which would give us a start toward making great surprise attack vir-

tually impossible, which consequently would reduce the scale of military activity and could ease the way to significant arms reduction. We propose going ahead with this proposal for an inspection zone in the Arctic without awaiting agreement on disarmament as a whole.

Mr. Lodge urged that favorable action on this proposal by the Council would "create . . . that mutual confidence so essential to progress toward peace."

What reason did Mr. Lodge have to assume that this proposal could create any "mutual confidence" on the part of the Soviet Union, when it took into account only the security interests of the United States, and ignored those of the Soviet Union, as Soviet delegate Arkady Sobolev was quick to point out?

Mr. Sobolev, during the debate, repeated Soviet warnings as to the dangers to peace of these flights of U.S. bombers, carrying atomic and hydrogen bombs, sent off toward Soviet frontiers on false alarms from incorrect readings of radar installations, "inasmuch as a simple error in the transmission of signals might cause a worldwide catastrophe." He also called attention to reports published in the U.S. press to the effect that SAC planes have carried out flights in the direction of the Soviet Union to strengthen or support U.S. diplomacy.

(*Time* magazine reported on April 28: "The U.S. has even put SAC alert crews into the air deliberately to reinforce U.S. diplomacy at precise pressure points, e.g., during Russian threats of intervention in the Suez crisis.")

Mr. Sobolev pointed out that the threat to the peace of the SAC flights continued and could only be elimi-

nated by ending the flights; the Arctic inspection proposal could only mean an attempt to divert the Security Council from the dangers of the flights, since the Soviet Union has no intention of launching an attack on anyone.

The Soviet delegate asked what could be the point of having an inspection zone in the Arctic, "when bombers carrying nuclear weapons are sent from the United States." Declaring that the authors of the proposal had presented it as a serious step toward easing tension, he continued:

However, what is the worth of a proposal which includes in the inspection zone extensive territory of the Soviet Union, but not an inch of the territory of the United States proper nor a single American base on foreign territory?

Mr. Sobolev stressed that the American proposal contained no guarantee that the flights would be stopped even if the inspection plan were adopted, and that inspection could in no way stop the fall of meteorites or electric-magneto interference on U.S. radar screens which served as a pretext for the dispatching of U.S. bombers toward Soviet targets, nor could it affect in any way the dispatching of U.S. bombers toward the Soviet Union from U.S. military bases in other areas.

Pointing to the continuing dangers from the SAC flights, Mr. Sobolev quoted a statement by Soviet Foreign Minister Andrei Gromyko in a press conference April 29:

"Another question also passed over in silence in the United States is: What will happen if the Soviet Air Force acts in the same way as American aircraft

are doing now, and in response to the dispatch of American bombers to the USSR frontiers Soviet bombers take off toward the frontiers of the United States? In light of the current situation such a step by the Soviet Union would be natural. . . .

"At the same time every sensible person understands that in such a case genuine reflections of Soviet aircraft would appear on radar screens, and not some obscure objects. Both the Soviet Union and the USA would see that atomic bombers of the other side were approaching their respective frontiers. What conclusions would then be drawn by either side? Would there be, under the circumstances, the opportunity and the time to ascertain whether the bombers of the other side were flying with good or bad intentions? No time would then be left for diplomatic talks either. One can be almost certain that in such a case the bombers would not turn back, and the world would be plunged into disaster.

"Or just imagine another possibility: What if U.S. planes which are known to be carrying atom and hydrogen bombs were to violate the frontiers of the Soviet Union during one of their flights, thus necessitating the dispatch of rockets for repelling the imminent menace? And rockets cannot be turned back.

"We say all this not because we want to color the picture or threaten anyone—this has never been the intention of the Soviet Government—but only to show how serious is the danger with which mankind is now confronted as a result of the adventurous playing with atomic and hydrogen weapons."

Mr. Sobolev made clear that the USSR was ready to enter into a discussion of the question of averting surprise attack, but charged that the attempt of the United States to impose a solution through an arithmetical majority of votes in the Security Council where the majority of the members are linked by military agreements, was an abuse of its position in the United Nations,

and that the only realistic solution could be reached through negotiations "on the basis of equality and mutual recognition of the need to ensure the security of both sides." In other words, negotiations of necessity mean a certain amount of give and take on both sides; the imposition of the will of one side on the other could never bring a successful solution. He continued:

The Soviet Union has long since stated that it adheres firmly to the position that it will participate only in those commissions or committees on disarmament in which at least half of the members represent socialist states and countries which do not enter into military groupings. The present United States proposal provides for the establishment of a group for the discussion of questions of Arctic inspection consisting of the Soviet Union and six members of NATO.

The Soviet delegate reiterated the belief of his government that the most effective way to avert the threat of war and establish peaceful cooperation was through a summit conference, which would include the question of preventing surprise attack in the Arctic region and elsewhere. He enumerated the questions proposed by the Soviet Government for the agenda of such a conference:

The immediate ending of tests of atomic and hydrogen weapons;

The abandonment by the USSR, the United States and the United Kingdom of the use of nuclear weapons;

The establishment in Central Europe of an atom-free zone;

The prohibition of the use of outer space for military purposes;

The liquidation of foreign military bases on the territory of other countries;

The conclusion of a non-aggression

agreement between the States composing the North Atlantic Treaty Organization and the States participating in the Warsaw Treaty;

The reduction of the numbers of foreign troops on the territory of Germany and within the confines of other European States;

The preparation of an agreement on questions connected with avoiding sudden surprise attack, and other questions.

The United States resolution was defeated, under the rule of unanimity, by the Soviet vote against it. The other Security Council members, with the exception of Sweden, which abstained, voted against the Soviet resolution calling for an end to SAC flights with nuclear weapons toward the borders of other countries, and for Security Council endorsement of an early summit conference which would take up the question of surprise attack among others.

Much was made of the Soviet "veto" as obstructing a "constructive" move toward peace. The votes against the USSR resolution were by the same token also "vetoes," but only Soviet negative votes are so considered. Mr. Sobolev, we believe, made very clear the serious reasons of the USSR for opposing the United States resolution, and Mr. Lodge's final comment that the Soviet complaint "was merely a very obvious attempt to keep the United States Air Force planes on the ground, whereby they would be sitting ducks for a surprise attack" was as uncalled for as it was unworthy.

It is deeply to be regretted that Secretary General Dag Hammarskjöld permitted himself to be pressured by the United States into the unusual action of intervening in the debate on behalf of the U.S. reso-

lution. While he sought to put this intervention on the same basis as his welcoming of the decision of the Soviet Union on the unilateral suspension of nuclear weapon tests, the latter was merely a matter of stating at a press conference an attitude shared by people throughout the world. His intervention in the Security Council meant taking sides, supporting a resolution proposed by the West as against one proposed by the East, which could hardly serve to promote the policy of lessening East-West conflicts in the United Nations which Mr. Hammarskjold has generally supported.

### ***The USSR and the Summit***

Far from indicating a desire on the part of the Soviet Union to dim the prospects of the summit conference, its action in seeking Security Council endorsement of an early conference proves the contrary, as have the numerous concessions it has made to the Western viewpoint.

The USSR's proposal of more than five months ago was for an early summit conference, without preliminary preparations. Subsequently it agreed to a preliminary Foreign Ministers Conference, although it had previously opposed one, and then to talks on an ambassadorial level, which are now proceeding in Moscow. The Soviet Union would have been willing to hold these talks with the Western Ambassadors together rather than singly, had the West been willing to include Poland and Czechoslovakia, which it refused to do. The Soviet Union has also conceded the point of holding these talks without prior commitment to a summit conference. It has also agreed to discussion of major issues

in the preparations for an agenda, although it would have preferred to leave all such discussions to the heads of government.

The latest concession of the Soviet Union to ease the way to a summit conference was contained in the May 12 note of Premier Nikita Khrushchev to President Eisenhower. This was in answer to an Eisenhower communication of April 28 in which the President raised again the proposal of a technical conference under UN auspices on inspection methods which Mr. Khrushchev had previously turned down.

In his May 12 letter, Mr. Khrushchev regretted the President's failure to respond to the Soviet proposal of April 8 and 22 to terminate hydrogen and atomic weapons tests. He declared that such action on the part of the United States would not place it at a disadvantage, but would in fact place the USSR and its Warsaw treaty allies at a disadvantage as against the United States and other NATO members, since the Soviet Union had made fewer tests than the United States and Great Britain. He said that it would not be difficult to control implementation of an agreement to end tests, and that the Soviet Union was ready to undertake control and inspection measures on which it had already made concrete proposals a year ago. Mr. Khrushchev said he believed the best way was to first settle the matter in principle by ending tests, and that a reference of the question to technical experts could lead to a delay in solving the urgent problem. However, he agreed to try this method, he wrote the President:

Your message makes it clear that you regard as very important the work of

experts in studying technical details pertaining to control over the implementation of an agreement ending nuclear weapons tests. Bearing this in mind, we, in spite of our serious doubts . . . are prepared to try that way as well.

The Soviet Government is agreed to have either side appoint experts who should immediately start work on studying the means of detecting possible violations of an agreement to end nuclear tests, with the proviso that work should be completed in the shortest term agreed upon beforehand. At the same time I call upon you once again, Mr. President, to support the initiative of the USSR in ending weapons tests, to make possible the solution of that issue once and for all, which is so ardently hoped for by the peoples of the world.

U.S. prestige has been further lowered by its stubborn insistence on going ahead with its nuclear weapon tests in the Pacific. World-wide opposition to these current tests and those of Great Britain has continued to mount, despite the efforts of the press to prove the contrary.

### **Nuclear Tests Must End!**

It now appears that the emphasis in the U.S. Pacific tests is not at all, as the public had been led to believe, on "clean" bombs, as AEC Chairman Admiral Lewis Strauss and Dr. Edward Teller had tried to make it appear. While President Eisenhower admitted that only 40 per cent of the testing had to do with "cleaner" weapons, this 40 per cent in fact applies only to the number of tests not having to do with "the effect of explosions on military structures and materials," and thus might be as low as 20 per cent of the whole. For documentation on this, we refer you to *I. F. Stone's Weekly* for May 12. We mention this

not because we feel there is any great distinction between "clean" and "dirty" bombs, but as an instance of the way in which the public is systematically being misled by those who wish to continue testing at all costs.

More and more governments, organizations, world figures are joining the ranks of those opposing the tests. Despite the appearance of unity in following the U.S. lead of the NATO powers at their recent conference in Paris, press reports made clear that many of them favored the separation of the question of tests from the rest of the U.S. disarmament program, to facilitate agreement on this question, as well as the Polish proposal for an atom-free zone in Central Europe including Germany, which the United States has turned down.

The first conference of independent African states at Accra, Ghana, ended on April 22 with an appeal to the great powers to end production and testing of nuclear weapons. Israel has come out in support of the Soviet initiative in ending nuclear tests. The new Canadian Premier, John Diefenbaker, has expressed the hope that the West would take a stand "in the immediate future" in favor of halting the tests. The nationwide anti-test campaign in Britain continues and gains strength. Albert Schweitzer, Nobel Prize laureate, has made a new appeal to ban nuclear weapons and tests; he proposed a summit conference on this issue alone. He was joined in his appeal by the famed cellist, Pablo Casals, who urged ending the nuclear weapons race to make this "a happier and more beautiful world." World scientists at the second Pugwash Conference, guests of

Cleveland industrialist Cyrus Eaton, again supported the ending of tests.

In this country the National Committee for a Sane Nuclear Policy, the Quakers, the Women's International League, the Fellowship of Reconciliation, numerous religious and pacifist groups continue their opposition to tests. The dangers of the Pacific testing were dramatized by the intrepid crew of the *Golden Rule* ketch, arrested by U.S. authorities as they prepared to sail into the testing area. Members of the National Committee on non-violent action vs. nuclear weapons have picketed the White House and lobbied AEC headquarters in Washington.

It is a hopeful sign that the AEC position on continuing tests is being opposed by Dr. Hans Bethe, Cornell Professor and member of the President's Science Advisory Committee, who advocates the ending of nuclear tests throughout the world. This committee has already drafted a plan for inspection to guarantee against violations of an agreement to ban tests.

Prof. Linus Pauling of the California Institute of Technology who has been joined by over 9,000 world scientists in appealing for an end to tests, has pointed out new dangers even greater than that of Strontium 90, from Carbon 14. In several speeches and a letter in the *New York Times* of May 16, he has pointed out that Carbon 14 represents a far more serious long term menace than all other radioactive products of atomic explosions. On the basis of known scientific facts, he estimates that the effect of Carbon 14 released in bomb tests so far will be to produce about one million de-

fective children and about two million embryonic and pre-natal deaths.

On May 4 the Federation of American Scientists urged the United States to break up its broad disarmament package proposal and agree to limit nuclear weapon tests under United Nations inspection.

Among other groups the National Association of Social Workers and the United World Federalists have called for test suspension.

Rabbi Aaron H. Blumenthal, head of the Rabbinical Assembly of America, on April 28 appealed to 600 leaders of the conservative branch of Judaism to support the convening of a conference of spiritual leaders of all faiths, political leaders and scientists to consider the question of halting tests.

These are only a few examples of the great and growing ferment among people of goodwill in America and everywhere to end the terrible menace of nuclear war that hangs over mankind.

This must be everyman's campaign. The crises erupting now here, now there around the world, in Indonesia, in France, in Algeria, in Lebanon, in Latin America—where violent conflicts of one kind or another are creating tinder which could be sparked into world conflagration—the H-bomb laden planes in the air—all show that there is no time to lose.

Everyone, everyone who cares about humanity must give precedence above all else to the ending of nuclear weapon tests as the first step toward the complete banning of all nuclear weapons, the ending of all war.

May 15

# "SPARTACUS"

## A new ballet choreographed by Igor Moiseyev

by RALPH PARKER

**T**HE Igor Moiseyev production of a monumental new ballet at the Bolshoy Theater on the theme of the tragedy of *Spartacus*, the Thracian captive who challenged the power of Ancient Rome, has proved to be the outstanding event in this winter's artistic season here.

The subject of Nikolay Volkov's libretto—the aspirations of the oppressed and humiliated to a life of liberty, independence and dignity—is an eternal one and because of that, contemporary. In the words of the composer, Aram Khachaturian: "Today, when all peoples are struggling for their independence, when colonialism is collapsing once and for all, people should know and remember the names of those men who at the dawn of history rose boldly against their enslavers."

In nine scenes this ballet shows Spartacus as captive, rebel, successful military commander and finally as the victim of dissension in his camp. Drawing on Sallust, Appian and Plutarch, the Russian librettist shows Spartacus as a man possessing not only great physical strength and courage but also a gift for military leadership. We see him flinging

down three challenges to Ancient Rome: at the triumph of his captor Crassus he brings the praetor's golden chariot to a halt by his immense strength; in the slave market he forces his purchaser, owner of a school of gladiators, to allow his wife Phrygia to accompany him by threatening to kill himself and her; and in the Circus he refuses to kill the gladiator he has defeated and flings his sword down when the public cries for blood. We see Spartacus leading the gladiators in their escape from the dungeons, joining up with runaway slaves, peasants and workers on the Appian Way, carrying the torch of revolt throughout Italy and reaching the culmination of his power by breaking into a feast at the villa of Crassus. Finally, we see the collapse of discipline among Spartacus' lieutenants, the betrayal of his cause and the ambush in which Spartacus is killed when he is on the point of embarking for Sicily.

This story, practically free from any embellishment that might break the dramatic line, is interpreted dynamically, unsentimentally and with tremendous power by composer, choreographer and artist alike. Khachaturian has made no attempt to stylize Italian music or to look for source material among the fragmentary knowledge of Ancient Rome music that exists. His score is strictly

---

**RALPH PARKER**, NWR correspondent in Moscow, formerly represented the "New York Times" in the USSR, where he has lived for seventeen years. Mr. Parker has translated into English a number of recent Soviet novels.

modern—passionate, harsh, dynamically energetic. Konstantinovskiy the artist uses hot primary colors and ponderous architectural forms to convey the spirit of cruelty, the lack of refinement, the unrestrained passions of Ancient Rome.

The idea of producing a ballet on the subject of Spartacus is one that Igor Moiseyev, whose folk-dance group is now touring the U.S. and Canada with enormous success, has entertained for over twenty-five years.

In the Thirties Moiseyev worked as a young choreographer at the Bolshoy Theater. In 1937 he left it to organize the troupe of folk dancers that has since won worldwide fame. For twenty years he has been researching into the origins of the dance among the many peoples of the Soviet Union, in Eastern Europe, the Balkans and the Middle East. He has brought folklore to the theater and the theater to folklore.

Moiseyev's production of *Spartacus* is no less than revolutionary. Drawing from his experience with his own troupe of dancers, the State Folk Dance Ensemble, he has completely discarded the classic relationship between soloist and corps de ballet. "In most old classical ballets," he has said in this connection, "the masses (corps de ballet) were only a sort of accompaniment to the soloists. In *Spartacus* the masses constitute the leading, independent hero of the spectacle, acting

together with the five principal characters. That is why mass dances play the dominant role both in the creation of emotional tension and in the conveying of the idea. They strengthen the role of the monologues and duets of the main characters."

Some critics, supported, needless to say, by many of the established soloists of the company, have objected to Moiseyev's subordination of the prima ballerina. And it may be that in the future some concession will be made to their objections and that the role of Aegina, the concubine of Crassus, danced by Maya Plisetskaya, will be strengthened. However, no amendments can alter its character as a ballet essentially of mass dancing.

In these dances that often involve as many as 150 performers, Moiseyev has introduced a new technology of the dance. He has avoided the repetition of any of the clichés which are sometimes to be detected in character dancing. There is no conventional orientalism in the dance of the Egyptian slaves, none of the stereotyped Spanish quality in the lovely dance of the Cadiz maidens, nothing superficially "African" about the Numidian dance. Here we see the result of the painstaking researches that Moiseyev has been making into original folk dances.

At its first performances in March *Spartacus* was acclaimed by the audience as an important innovation in the world of ballet.

#### MOSCOW ARTS THEATER IN LONDON

THE WORLD FAMOUS Moscow Arts Theater opened a four-weeks engagement in London May 15. Their repertory consists of three Chekhov plays, *The Cherry Orchard*, *Three Sisters* and *Uncle Vanya* and a modern Soviet play, *The Troubled Past*, by Leonid Rakhmanov.

## **REPORT FROM PEOPLE'S CHINA**

# **45 Million Acres of Land Irrigated**

*by* **HUANG LUNG**

**A**FTER the good harvest of last year was gathered in, cooperative farmers in China began building irrigation works on a scale never known before in all history. From the end of last October to the end of March of this year, in five months, they dug ditches, canals, reservoirs, water detention basins and other facilities enough to water more than 45 million acres of land. This is an area much larger than the total irrigated acreage of the United States. It nearly equals the whole area of England and Wales. It brings the irrigated area of the country up to 132 million acres.

China's irrigated area was already one of the world's largest before liberation, but compared with the total cultivated land, the irrigated area only amounted to a little more than 12 per cent in 1949. Since then it has grown at a phenomenal rate. From 40 million acres in that year it shot up to 87 million acres in 1957. This has been a major factor in the continuous rise in the nation's output of food crops, which reached 185 million tons last year as against 108 million tons in 1949. Now the work done in the past few months alone is not far short of the total irrigated area added from 1949

to 1957. And an 11-million ton increase in food crops is planned for the current year.

Chinese farmers have in this way been turning to good use the winter months which in the old days formed a season of slackness and under-employment. At the beginning 30 million farmers, it is estimated, joined in the task of building of irrigation works. By January the number had grown to 100 million. By March 31 they had put more land under irrigation than their forebears had done in the 4,000 years before liberation. The irrigated acreage is still expanding at the rate of half a million acres a day. How did this "miracle" take place?

During February I toured Anhwei to find the answer. In a few months the farmers in this province had excavated 3,830-million cubic yards of earth—16 times as much earth and rock as was shifted by the builders of the Panama Canal in a decade.

What struck me first on reaching Suhsien, the railway town on the eastern fringe of the north Anhwei plain, was the large number of motor vehicles. An American jeep took me from the station to town. Ten-wheeled International and General Motors military trucks shuttled along the roads, bringing in Shanghai-made goods and taking out farm produce. "They were part of those

---

**HUANG LUNG** is a Chinese writer who specializes in agricultural subjects.

captured by the Liberation Army in the Huaihai battle fought here in 1948," the driver told me. "They still come in very useful."

That battle on the north Anhwei plains was one of the biggest military campaigns in Chinese history. The Liberation Army trapped and wiped out 600,000 American-equipped Kuomintang troops. It was an important turning point in the liberation of the whole mainland. Today, another kind of battle is raging here. Using shovels and picks as their weapons, millions of farmers are transforming this upper Huai River valley, notorious for its floods and famines throughout the ages, into a land of plenty. Giant mounds of freshly dug up earth lend some variety to the otherwise monotonous landscape, flat as a billiard table. Wherever one drove the mounds were there.

The aim of the farmers in all this work is clear and simple. It is to treble or quadruple their farm output. They are turning this region, which has till now grown only one wheat crop a year, into a double crop area, that is, to make it yield also an annual rice crop.

The north Anhwei plain on the northern bank of the Huai River, occupying an area the size of Holland, was once, long ago, one of the most fertile regions of China. But after the Yellow River disastrously switched its course south in the 12th Century and poured its turbid waters into the Huai River, it was ravaged by floods. The lower Huai River became silted up, causing constant floods along the upper Huai River and many of its tributaries that cross the plains.

Before liberation, the most that could be wrested from the land be-

fore the annual season of monsoons and the floods that followed, which regularly turned large areas into an inland sea, was one wheat crop a year. Since 1949, and before the present great effort, the series of reservoirs, detention basins and the networks of dykes built along the Huai and its tributaries made it possible to contain even the biggest flow along the rivers. With flooding no longer a menace more summer crops were grown and, last year, this region, comprising only one-third of the whole Anhwei Province, gathered in 4.3-million tons of food crops, which was almost as much as the whole province harvested in 1949.

But the danger of waterlogging in the rainy seasons remained over parts of the plain. Low-lying land would be submerged to a depth of a few feet for days on end, killing all dry-field crops like maize and beans.

The answer to the waterlogging has now been found—in the growing of rice—for rice thrives in water. And the work in the past few months is making this extra rice crop a practical possibility.

Paddy cultivation has long been practiced in central and southern Anhwei, but it could never be grown in its north. Farmers here did not dare to build irrigation works to cultivate paddy as they would be destroyed by the recurrent floods. But now with the floods under control, there is nothing to hold the farmers back and they are going in for rice growing in a big way.

The physical appearance of this flat plain is being remolded to the pattern of the Pearl River Delta in South China and the lower Yangtze valley where canals, ponds and dykes predominate. But ponds, canals and

ditches are also being built on the higher parts in hundreds of thousands for these will store the generous rain water for paddy cultivation, at the same time preventing it from running off to swamp the lower parts. So a scourge is being transformed into an asset.

Mammoth dykes called "weis," a term borrowed from the Cantonese in the south, have been thrown up around large tracts of farmland in the lower parts to prevent inundation by the rain water coming down from the uplands. These "weis" are ringed by canals and the canals are linked with the nearby rivers. The canals both store the water for rice growing and provide drainage during the season of heavy, continuous downpour. Within the "weis" ponds and ditches are dug to retain the rain water that falls directly inside their bounds. In one county alone, Yingshang, 36 such "weis" plus 4,000 canals, ditches and ponds, with a total storage capacity of 170-million cubic yards, were completed by February. "These projects can hold all the water even if it rains seven inches in three days," Magistrate Wang of the county told me. "There will be no runoff to the rivers."

Soon the rice will be grown on the land where the irrigation works have been built. It will be north Anhwei's first real big rice crop in its long history. One million acres, or nearly one-seventh of the cropland in the north Anhwei plain, will be sown to paddy this summer. This will not reduce the wheat crop, of course, as the rice is sown after the wheat is harvested; and the wheat harvest, too, will be bigger as the newly provided water facilities coun-

ter the drought which plagues the wheat fields in the spring. In 1957 paddy was tried out over an area of 130,000 acres. In many localities it yielded three tons to the acre, several times the yield of wheat.

Looking further ahead, as many other parts of China are now doing, north Anhwei has plans to extend its paddy growing to more than half its cropland by 1962. By then the north Anhwei plain will be a big granary. Its annual grain harvest will be up by another six million tons.

As the paddy belt moves north, thousands of water buffaloes are migrating from the Yangtze valley. Stables with special heating arrangements are being built for them, for the mercury drops below freezing point in winter. The new rice fields of north Anhwei will probably be the most northerly clime ever reached by these animals of the tropics.

In the central and southern parts of Anhwei where the land is hilly and irrigation facilities well developed, the new reservoirs, diversion dams and wells that are being built will make available water for enlarging the double-cropping rice area by more than half a million acres this summer.

In all, Anhwei farmers built 2.4 million canals, reservoirs and other water-control projects by mid-March this year. They have extended the province's irrigated area by about two million acres, improved the irrigation facilities over another 2.5 million acres and freed a similar area from waterlogging. This work, along with the more extensive application of manure and other fertilizers, is expected to add another two million

tons of grain crops to Anhwei's food output this year alone.

At the peak, altogether more than 11 million villagers were daily engaged in the building of irrigation works. The non-farming population also helped. In many countries government officials, local secretaries of the Communist Party and county magistrates, busy people at any time, worked half a day in their offices and half a day in the fields, digging and moving earth. When a cooperative farm in Feitung County was lagging behind the others, a number of county government officials left their office work entirely and went to help. Their example led 90 per cent of all the able-bodied men and women in the cooperative farm to turn out on the construction site the following day.

One big problem was finding tools for so many people. Farmers brought out old worn-out tools which the cooperative farm smiths forged into new ones. I saw shovels being made out of the mudguards of old American military trucks and of shell cases which had been dug up around "Double Mound" townlet, named after two ancient mounds (where the Liberation Army wiped out 120,000 Kuomintang troops and captured the commander, General Huang Wei, after an extremely severe battle in the winter of 1948.)

It was with these simple tools that earth and rock were chipped away bit by bit, but at a terrific speed, because the farmers were so numerous and their enthusiasm boundless. At "Double Mound," I met a farmer who moved ten cubic meters of earth in a single shift this way. Asked what led him to work like that, farmer Chien re-

plied, "I want to live better." He was now earning ten times more than when working for a landlord in the old days.

Many of these water projects built in Anhwei are by no means "small 'irrigation works'" as the peasants call them. Some canals dug by the combined efforts of several cooperative farms are 20 to 30 miles long and measure 20 yards in width. A cooperative farm in Chuhsien built a reservoir with a dam 340 yards long and 15 yards high with a 90-yard wide base. The big projects are planned with the advice of government engineers, while the smaller ones are designed by the cooperative farms themselves. All are built out of the funds of the cooperative farms which grew enormously after the 1957 good harvest.

"Irrigation works on this scale are possible only with cooperative farming, which has done away with private land ownership," said Director Tien of the province's water conservancy department. "In the old days, planning for even a small ditch often led to endless bickering among the private owners who were reluctant to give up land for its construction. Common ownership of land has swept away all the major, practical obstacles."

Above all, what sparked the enthusiasm of the peasant masses to perform these feats of labor was the 1956-57 National Program for Agricultural Development. It set achievable yet exciting goals. Anhwei's average grain yield per acre in recent years has been a little over 1,800 lbs., while the program sets a target of 3,300 lbs. for north Anhwei and more than 5,300 lbs. for the south. Now, by improving the irrigation fa-

cilities, the farmers are out to exceed these levels. Director Tien said, "To us farmers, the program is rather like a beacon, showing us where we should be heading for."

As a result of constant floods thousands of beggars roamed the towns and villages of the northern part of the province before liberation. Food was in short supply. The harvest had been small, and much of what there was had been seized by the Kuomintang and grain speculators. But last year, the province harvested 12 million tons of wheat, rice and other food crops as against 4.5 million tons in 1949, and there is a surplus.

The beggars are gone. They are now back at farming, members of cooperative farms that are growing in prosperity. A third of a million orphans and old folk, who have no children to help them out, are now fed and clothed by the cooperative farms. Two of these childless aged people whom I interviewed in Yichiao village in North Anhwei told

me about themselves. Huang, eighty-two years old and half blind, said he never married because he could never afford to. The cooperative farm gives him 500 lbs. of grain a year and money for clothing and other things. The old man was basking in the warm sunshine which Anhwei enjoys in February. He told me he had been a farmhand all his life. His father had died while away from home begging. He added, "If not for the cooperative farm I would have been dead and buried long ago." An old woman by the name of Chu, who lives in the same village as Huang, also receives 500 lbs. of grain, which is enough not only for herself but for the flock of 12 chickens which she is raising. This 60-year-old woman is still active and adds to her income by selling crockery which members of the cooperative farm bring from a nearby village. I met the old woman in her house filled to the threshold with pots and jars. "Life is good today!" she said.

### WEST COAST SHIPPER ON RECOGNITION OF CHINA

RECENT PUBLIC OPINION polls in Oregon and Northern California in favor of easing trade relations with People's China were commented on by the *Pacific Shipper*, organ of the West Coast shipping industry: "The polling is important because it belies the common contention of the political anti-communists that there is an overwhelming, almost unanimous disapproval of dealing with Peiping. . . . In these polls the China (Formosa) Lobby has fared very badly. . . . Whatever the poll did or did not record as to public opinion (regarding Chiang Kai-shek) we hold that he should not be allowed to dictate American Far East policy any longer, Senator Knowland to the contrary notwithstanding."

—From the *Dispatcher*, ILWU weekly, April 14.

### A.D.A. FOR RECOGNITION OF CHINA

THE AMERICANS FOR DEMOCRATIC ACTION voted nearly 2-1 for an immediate start on negotiations looking toward recognition of Communist China. *New York Times*, May 19.

# **Selection of Children for Special Schools**

by PROFESSOR A. R. LURIA

**T**HE FOLLOWING article is a slightly abridged translation of the first chapter of a book, *Principles Governing the Selection of Children for Special Schools*, concerned with the methods used in determining which children of regular school age in the Soviet Union cannot take part in the general school program but must be sent to what are called auxiliary schools.

The book was published in 1956 by the Academy of Educational Sciences of the RSFSR. The author, Professor A. R. Luria, is the director of a group of psychologists working in the Institute of Defectology, in Moscow, a branch of the Institute of Psychology, one of the research organizations of the Academy.

The Moscow Institute of Defectology includes doctors, physiologists and educationists, and is particularly concerned with research relating to the diagnosis, care and education of children suffering from defects of sight, hearing, speech, or intellect for whom the auxiliary schools are provided. There is a similar institute at Leningrad. There is as well an Institute of Psychology in both the Ukraine and in Georgia. In the twelve other republics departments of psychology form part of the combined research institutes of education.

While there are schools in the Soviet Union for children of exceptional talent in music, art, and dancing, for the most part the special talents of children are provided for in the many Palaces of Culture throughout the country, special groups organized outside the regular

school program, and summer vacation camps. The regular school program is the same for all children in every part of the country: a common curriculum with no differentiation of any kind.

This is contrary to the increasing practice in our own country where by means of various tests children tend to be separated into varying levels and given widely different programs of study. In the present serious concern about the failures in our educational system, in large part stimulated by the belated recognition of the high caliber of Soviet education, the question of differences in curricula, the problem of "exceptional children," indeed the value of "mass education" itself is now sharply in question.

In an article in *The Nation*, May 10, Irving Adler, author of *What We Want of Our Schools*, and lecturer in mathematics at the School of General Studies, Columbia University, sums up our school situation vis-à-vis that of the Soviet Union as follows:

American school practices are based on the assumption that mass education is incompatible with the maintenance of high standards. We give our children intelligence tests to measure what is supposed to be their innate ability. Then we assume that those who score low are incapable of learning very much, so we don't try to teach them very much. Adjusting the curriculum to individual differences has taken the direction of diluting the curriculum. However, the experience of the schools in the Soviet Union shows that our assumption is false.

In the Soviet schools there is mass education *and* the maintenance of high standards. This point seems to have been missed in much of the discussion of Sputnik's challenge to American education. If we want to catch up with the Soviet Union in our output of highly qualified scientists and engineers, it will not be enough to identify a few more high I.Q. students and give them more intensive training while we neglect everybody else. Instead, we shall have to do what the Soviet schools have been doing all along, establish high standards of education for everybody.

Professor Luria in presenting the method used for determining students incapable of taking part in the regular school program, illustrates clearly in his book the whole approach to education in the Soviet Union: the denial on scientific grounds of the concept of "innate ability," the solicitude for the child who may temporarily appear to be "backward," the concern for those children who after the most careful diagnosis must receive their education outside the regular school program.

The first chapter, entitled *Problems of Selecting Children for Special Schools*, follows.

M. Y.

## I. THE AIMS OF AUXILIARY SCHOOLS

**A**MONG CHILDREN of school age there is a limited group which cannot be taught in the general common school; this group includes deaf-mutes, the blind and intellectually backward pupils.

The Soviet government provides, within the system administered by the Ministry of Education, various special schools for abnormal children. Among these are Auxiliary Schools for the education and upbringing of intellectually backward children.

The educational aims of the Auxiliary School differ substantially from those of the common school in which all normal children are educated; so also does the content of education.

Intellectually backward children have their own peculiar form of mental and physical development. The peculiarities of development may be entirely different, according to difference in the causes of intellectual backwardness. Nevertheless, whatever these causes may be, children in Auxiliary Schools, particularly during the first year of education, have a number of characteristic features in common.

Intellectually backward children differ from the normal predominantly because their perceptual activity is disturbed or underdeveloped, a characteristic which is connected with peculiarities of speech and thought. Thus the functions of abstraction and generalization are usually underdeveloped, which means that it is impossible for these children to acquire the complex systems of thought necessary for mastery of school learning. In fact, the intellectually backward child cannot grasp even the simplest connections and relations between objects and phenomena without the teacher's help.

Again, in the case of most of these children, particularly at an early age, speech does not play its proper role in organizing activity. All kinds of verbal questions and abstractions have their place in the teaching process, but these only organize the activity of the intellectually backward if the teacher gives consistent aid, continuously repeats instructions and relies on repeated

visual presentation of what is to be done and how to do it.

Many years' experience of the upbringing and education of intellectually backward children has shown that, with the creation of certain educational conditions, these children can acquire elementary knowledge and skills, can master the simplest forms of work, and that their general intellectual development can be significantly improved. This implies that defects in intellectual development which have arisen as a result of the disturbance of the child's higher nervous activity may be smoothed out, compensated for, if corresponding educational and restorative conditions are provided. The special structure and organization of the Auxiliary School is a means to this end.

The period of education in the Auxiliary School is seven years. During this time the pupils acquire elementary general educational knowledge and skills to an extent laid down in a special program; in addition they have vocational education, that is, sewing, knitting, carpentry, metalwork, bookbinding and so on. Practical education in agriculture is successfully carried out during the final years in a number of Auxiliary Schools.

The Auxiliary School's plan of teaching is specifically designed to promote corrective educational activities directed to furthering the pupils' development. Thus in the first classes work is consistently directed towards developing habits of purposeful learning. The aim of object lessons and handwork lessons is to enable pupils to form correct representations about the surrounding world, to develop the qualities

of speech necessary for learning (i.e. the ability to listen to a question, to fulfill simple tasks according to verbal instructions, and so on.)

The aim of teaching habits of learning and practical activity is, indeed, fundamental to all stages of education for intellectually backward children; it is only the form and content of the educational program that changes. If in the first classes the teacher achieves the formation of qualities necessary for the acquisition of school learning, then there arise the further tasks of teaching the child independence, the realization of acquired knowledge, the ability to utilize knowledge in practical activity; and of bringing him up to enjoy work and to wish to be useful to his family and country.

In order to prepare pupils for later vocational education, the first classes have handwork lessons, practical activities in the living-nature corner or the school's experimental garden, and take part in excursions. At this stage much attention is given to education in habits of self-reliance, to enable the pupils to look after themselves.

In the classes for older children (fifth to seventh years) the pupils are taught elementary systematic knowledge and skills; their native language, arithmetic, natural science, geography and some vocational subject.

In order to correct defects in physical development, the pupils of Auxiliary Schools undergo a system of training in rhythmic, curative gymnastics and physical culture. Intellectually backward children also need a special regime of work and rest, of nutrition, and also of physio-

therapeutic treatment; because of the condition of their health and of the activity of the central nervous system above all. The program also includes, therefore, a system of curative treatment as one of the essential conditions for correct preparation of these children for a successful education.

If the teaching and upbringing of intellectually backward children is to be successful, their individual peculiarities and potentialities must be carefully studied. In the Auxiliary School, therefore, there are systematic educational and psycho-neurological investigations of all pupils. Armed with this knowledge, the teacher can decide on the best methods to adopt; whether to adjust the tempo of work or the volume of material studied, whether to use visual or verbal methods of teaching, and so on.

In order to provide continuous planned influence on the development of intellectually backward children, some Auxiliary Schools have boarding facilities, enabling pupils to reside permanently or during the school week. This means that, in addition to school occupations in classroom and workshop, extra-curricular educational activities can be undertaken corresponding to the children's general level of development. When pupils do not board, the Auxiliary School organizes work with the parents so that correct educational influences on their development may continue in the home.

The content, tempo and methods of teaching in the Auxiliary School are, therefore, primarily directed to correcting defects in the development of the intellectually backward child.

Thus if the normal child is placed in an Auxiliary School, the tempo of his development will be hindered. It is thus extremely important to insure that there are correct scientific methods of selecting pupils for Auxiliary Schools.

## **2. SELECTION OF PUPILS FOR THE AUXILIARY SCHOOLS**

The principles and methods of selection of pupils for Auxiliary Schools require serious and thorough investigation.

Present methods of recruitment are not altogether satisfactory. Some pupils are still directed to Auxiliary Schools who do not belong to the category of the intellectually backward but have rather proved unsuccessful in the common school.

These are the retarded children, who should be provided for either in the common schools or in other types of special schools—schools for the partially deaf, for delicate children and so on. Thus children are sometimes incorrectly diagnosed as mentally defective and directed to Auxiliary Schools when they are in fact normal but educationally neglected; or they should properly be placed in the institutions administered by the Ministry of Social Welfare.

Many problems of intellectual backwardness remain obscure and await solution. But we may consider the fundamental reasons for incorrect direction of some pupils to the Auxiliary Schools and indicate how the diagnosis of intellectual backwardness, and thereby recruitment to the Auxiliary School, may be improved.

### ***The Nature of Intellectual Development***

After the decree of the Central Committee of the Communist Party of the Soviet Union *On Pedological Distortions in the Public System of Education* (1936), unscientific ideas about the nature of the child's intellectual development were rejected outright.\* But vestiges of these ideas persist in some quarters and exercise a negative influence on the practice of selecting children for Auxiliary Schools.

According to these ideas, every human being is endowed by nature with a different degree of general mental ability or intelligence. Intelligence is supposedly determined by innate potentialities which are sufficiently clearly manifested at pre-school age and do not change in a marked way during later life. Some psychologists and educationists abroad hold that most children are of "average" intelligence, while a small proportion are either by nature "highly intelligent" or, at the other extreme, "intellectually defective." It follows that it is the task of educationists, with the aid of "psychological" trials or "tests" to separate the "highly intelligent" from the rest of the children; the aim being to teach the first group in accordance with a wide program, while giving the latter a more limited education, teaching them according to a more restricted program. This means that the whole future course of a child's life is

determined from an early stage of education. Naturally the children of privileged families are usually better prepared, return higher results in tests and are directed to the corresponding higher types of school; while children from underprivileged families usually return lower results in the tests and are therefore assigned to a restricted educational program—sent to schools where, for instance, they do not learn algebra or geometry, on the grounds that these are not accessible to "less gifted" children.

It is necessary to note that progressive educationists abroad strongly oppose these practices. They point out, convincingly, that human intellectual abilities are not determined by "innate intelligence," that this cannot accurately be revealed with the aid of "intelligence tests," and accordingly that such methods of selecting children have no scientific validity.

Soviet psychology has long since abandoned the view that the child's intellectual development is determined by "innate intelligence."

All scientific data produced by psychological research show, on the contrary, that the child's intellectual development is formed in the process of his living activity, under the direct influence of education. Therefore, to the unscientific views outlined, Soviet education counterposes scientifically-based theories in the light of which an entirely different approach to the problem of investigating pupils and selecting children for Auxiliary Schools has been developed.

Soviet psychology fundamentally rejects all ideas which presuppose that intellectual development de-

\* For text of this decree see: *Soviet Psychiatry* by Joseph Wortis. The Williams & Wilkins Company, 1950.

*The Road to Life* by Anton Makarenko, the great Soviet educator, is a profoundly interesting account of the struggles in Soviet education leading up to this decree. Available in English translation published by Foreign Languages Publishing House, Moscow, 1955.

pend upon "innate qualities" of personality, and holds that it is immensely harmful to substitute superficial problem tests for intensive investigation of the peculiarities of the child's mental and general development.

Soviet education takes its departure from the principle that the child's intellectual and moral development is not a simple unfolding of something "established by nature," still less of "inherited abilities." Of course children's innate potentialities (the type of nervous system, this or that speed of reaction) play a certain role. But they themselves cannot in any way directly determine the further development and formation of the child's knowledge and skills.

The development of the child's intellect and personality is a process of formation of mental qualities under the influence of the closest interaction between the child and his surroundings.

The basic qualities of mental processes, and above all the peculiarities of the child's intellectual activity, are the product of his development, the result of complex temporary connections formed under the influence of the child's communication with adults, under the influence of acquiring language, under the influence of education.

Education does not trail along behind a spontaneous, fatally determined maturation of innate potentialities; it itself *forms* the child's mental development, creates new qualities of mental activity.

Up to the age of eighteen months, the child begins to master elementary forms of speech, but in the third and fourth years begins to

imitate adults and to carry out somewhat complicated tasks, according to verbal instructions given to him. In the fifth year he learns to carry out his own projects, initially formulated in external speech which he has acquired from adults, but later formulated in his own internal speech.

The pre-school child, under the influence of education in the kindergarten, actively participates in meaningful play and begins, through this, to form his own complex active volitional behavior. Under the influence of adults, the child learns to single out necessary objects from his surroundings, to memorize and recall necessary material. In this way he develops new mental functions—voluntary attention, logical memory; these are not manifestations of some kind of innate mental quality, but functions which are built up, formed, in the process of development. These forms of behavior, which the child acquires in communication with adults, through education, are gradually mastered by him and become the means to his own actions, the form of his mental activity.

It follows that voluntary attention, logical memory, verbal thought, volitional behavior, are not "innate functions of the brain," not inherited qualities of the child mind; they are the product of complex development, the product of the formation of the child's mind in the process of communication and education.

This materialist view of development, which is similar to that of Michurin biology and the reflex theory of Pavlov and evidenced in the advance of Soviet psychology and

education, shows that individual peculiarities of the nervous system cannot fatally determine the child's future mental development.\*

A child may have a nervous system characterized by particular qualities, which are expressed in the form of a type of higher nervous activity. This may in varying degrees reveal peculiarities of the kind studied by the school of Pavlov; i.e. variations in the strength, balance or mobility of nervous processes. But Soviet psychologists have shown that, under the influence of education, children with different peculiarities of the nervous system can master complex educational tasks with an equal degree of success, can all become active, purposeful school children.

The researches of B. M. Teplov and N. S. Leitas show that there are representatives of various types of nervous system among children who successfully complete school; children who approach the mastery of school knowledge in different ways, but do equally well. Different pupils may be unequal as regards memory or speed of association, but shortcomings in these directions can be compensated for with the aid of means and methods which the pupil himself acquires in the process of education.

Man compensates for shortcomings which may be his by nature by deepening his understanding of tasks, clarifying for himself the aims of activity, acquiring the methods and means of organizing his own behavior; this development of voli-

tional activity is equally accessible to people with different types of nervous system.

The child's whole mental development, which is formed in the process of education, leads to compensation for any innate shortcomings; these cannot, therefore, fatally delimit his mental development. This is why individual differences in mental processes cannot in any way be the basis for separating children into groups according to supposed differences in "intellectual ability"; still less can they be the basis for directing children to different types of school.

Soviet education does not see its task as that of passively following in the wake of the child's innate potentialities; it sets out to give children with different peculiarities of the nervous system the possibility of further development, to help them in various ways to master the fundamentals of science, to develop mental abilities in them in the process of education and to enable them to become active members of society.

Only when, either at the pre-natal stage or at an early age, a child has suffered serious brain disease which profoundly disturbs his further development and makes him defective intellectually, may we speak of intellectual backwardness of a kind which makes the child's education in the common school impossible and calls for his transference to an Auxiliary School. In order to select such intellectually backward children it is necessary to know how to distinguish them from normal children who are retarded in their development. It is necessary, therefore, to establish what constitutes normal intellectual development, and the various causes which may bring about retardation.

\* For a useful discussion of the general principles of Soviet psychology based on Pavlov's theory of higher nervous activity, see *Psychology in the Soviet Union*, edited with an introduction by Brian Simon. Stanford University Press, 1957.

### **Conditions for Normal Mental Development**

The first and most important condition for a normal mental development is normal working of the brain and the cortex.

As is known, the foundation of mental development is the formation of complex temporary connections. If this is to be possible, the child's central nervous system must be able to analyze precisely the stimuli coming from reality, to synthesize these in precise systems, to create stable and differentiated temporary connections. All this is necessary if the child is to stop, or inhibit, incorrect and premature responses and to preserve stable, correct systems of reactions; if, at the proper time, connections which have become useless are to be replaced by others which are necessary at the given moment.

All this complex activity is realized through the brain, the work of which must be distinguished by a normal balance of excitatory and inhibitory processes and a highly developed capacity for coupling stable and mobile nervous connections. One of the most important qualities of the normal functioning of the cortex is the ability to elaborate and stabilize such complex connections; both systems of connections formed with the participation of stimuli acting directly on man, and also those elaborated on the basis of communication with other people, on the basis of the word.

Individual differences in nervous activity do not interfere with this process. They only imply that in different children different methods of organizing knowledge, different

methods of organizing behavior, are elaborated in the process of growth.

However, serious disease of the brain, resulting in a pathological condition, may substantially disturb the normal process of mental development. The brain which has been affected by disease will not be in a position to couple complex stable and mobile nervous connections; and if the word does not participate normally in the formation of complex connections, a fundamental condition for successful formation of the mental processes of abstraction and generalization is excluded.

If the fiber of the brain is changed by pathological processes, the conditions for realizing complex forms of analysis and synthesis of reality, lacking different systems of temporary connections, do not exist; the normal interrelation of excitatory and inhibitory processes is disturbed, complex forms of active internal inhibition become inaccessible; nervous processes lose their mobility and the locking of a complex system of connections, formed with the closest participation of the abstracting and generalizing function of the word, becomes impossible. As a result of disease of the cortex of the brain the normal joint work of the two signal systems is disturbed and all the child's intellectual development takes on a profoundly pathological character. *This profoundly pathological activity of the brain, which disturbs the basic forms of complex nervous processes, constitutes the physiological nature of intellectual backwardness.* Only children suffering in this way are intellectually backward in the proper sense of the term: they alone should be directed to the Auxiliary School.

### **Normal Physical Development**

The second condition of normal mental development is normal physical development and, connected with this, the preservation of a normal working ability, a normal tonus of nervous processes. The normal reflection of reality and normal communication, which are fundamental to normal mental development, presuppose general health and the preservation of a normal tonus of nervous processes.

If this is not maintained (as for instance is the case with delicate children suffering from dystrophy, trauma or inflammationary processes, and also children suffering from weakness of the nerve cells, which very easily pass over to a condition of exhaustion and pass beyond the boundaries of inhibition), then the normal development of the child becomes impossible.

The characteristic peculiarity of physically weak children is weakness of the nerve cells, a notable reduction of working ability. There is some foundation for supposing that in some of these children the cortex is in a state of permanent inhibition, or, in Pavlov's terminology a "phasic" condition. It is typical of this condition that a child may react correctly only to relatively weak stimuli and may not answer adequately to a stronger stimulus because he cannot stand a higher stress. If, for instance, the teacher addresses greater demands to such a child, or raises his voice, the child's cortex ceases to work actively and the child drops out from the general work of the class.

Obviously such children are unable to achieve normal development

—their development is hindered; however, they cannot be put in the category of the intellectually backward. They are not intellectually backward but retarded children.

These children cannot learn under the ordinary conditions and require special restorative treatment, a protective regime, a curative, strengthening influence, special educational methods. These necessary conditions can usually only be provided in special remedial institutions of the type of "forest schools" or special schools for delicate children.

### **Defects of the Sense Organs**

The third condition of normal development is the preservation of the sense organs, which insure that the child has normal connections with the external world.

A defect of sight or hearing is not in itself connected with intellectual backwardness in any way. But even a relatively slight degree of deafness in childhood may mean that the child begins to perceive extraneous speech incorrectly. It is well known that speech addressed to the child, and particularly to the whole class, is often not uniformly clear; that some parts of speech (for instance, inflections and conjunctions) are usually pronounced in a low voice. Even the slightly deaf child may not, therefore, fully acquire speech addressed to him. Since the speech he perceives is scrappy, his understanding of grammatical structure is affected, so also is his writing, which depends upon precise analysis of speech sounds if it is to be correct. Naturally, therefore, such a child may not develop well and may begin to fall behind in school.

Sometimes he lags behind only in one subject, sometimes in several subjects. However, this has nothing to do with intellectual backwardness, and such children must not be directed to the Auxiliary School. Their retardation can easily be overcome in schools for the deaf.

We may note, however, that the differential diagnosis of partial deafness and intellectual backwardness in the proper sense of the term is a complex task which requires special knowledge, skill and experience.

The case of children with speech defects or defective vision is somewhat similar. But if sufficient help is given at the proper time these can be taught in the common school; they must in no circumstances be directed to the Auxiliary School.

### ***Systematic Teaching***

Finally there is a fourth essential condition for the child's normal intellectual development, disturbance of which leads inevitably to retardation in the acquisition of knowledge but still does not imply intellectual backwardness. This is the systematic and consistent teaching of the child in the family, the kindergarten and the common school.

Teaching really forms the child's intellectual development only when it is consistent and systematic.

In order to teach a child to write well, it is necessary to work out a careful system of word-analysis and sound-synthesis; otherwise writing remains illiterate.

In order to teach a child to count it is necessary to elaborate the order of the numbers correctly, to develop the ability to orientate the order of numbers in a row, to name the figures which are placed before and

after the given ones, the ability to form different number groups and to make the transition from straightforward practical counting to generalized "tabulation" counting or "counting in the head."

If any of these intermediate steps in arithmetical activity is not sufficiently understood and reinforced through the child's skills, then the entirely normal child cannot acquire arithmetical operations; he will use inadequate means, counting on his fingers when it is necessary to count mentally, and will usually be retarded by comparison with other children. In all such cases great significance attaches to the teacher's individual approach to the child, his correct diagnosis of the causes of the child's retardation.

If the teacher does not observe the gaps in the pupil's knowledge promptly, and fails to remedy them, the pupil may not perceive more difficult arithmetical operations and may entirely fall out from the general work of the class. Such pupils, though intellectually normal, may be incorrectly counted in the category of the mentally backward. But Soviet psychologists, investigating their problems, have discovered that special educational work with them in the common school can remedy their retardation. Naturally, to mix retarded children with intellectually backward children, still more to transfer them to the Auxiliary School, would be a great mistake.

We have shown, therefore, that the causes of retardation may be various, and that the basic problem of the psychologist and the medical specialist is to differentiate these various forms of retardation so that only the really intellectually

backward children, who have suffered from serious disease of the brain and need a special program and special educational methods, are directed to the Auxiliary School.

Above all there must be a thorough all-round study of the child's development, including a detailed study of basic data on the course of his mental development, a thorough psycho-pedagogical analysis of the defects revealed in his school practice and, finally, as thorough an investigation of the potentialities he reveals for further development if the necessary help is given to him. Only such a study of the history of the child's development, of the peculiarities of his defect and the possibility of further compensating for it, can lead to a precise characterization of the child, to a correct diagnosis of real intellectual backwardness and to well-founded practical conclusions as to his future prospects.

### **Clinical Analysis**

We have already said that intellectually backward children who are educated in Auxiliary Schools are not "less gifted" children; they are primarily invalid children who have suffered in early childhood from serious disease of the brain. As a result of this their nervous activity is profoundly defective, which means that they cannot develop normally.

Defective higher nervous activity prevents them from mastering voluntary actions, beginning to walk or to undertake domestic tasks at the requisite time. They cannot master speech at the proper time and the connections of the second signal system, which insure complex forms of abstracting and generalizing reflec-

tion of reality, remain undeveloped. Because of these defects the intellectually backward child is unable to master complex play activity, such as is typical for the child of preschool age and necessary for his intellectual development. When school age approaches he is not in a position to undertake the complex mental work necessary for the acquisition of knowledge; he cannot carry out the operations of abstraction and generalization which are necessary for comparison and differentiation of school work, nor can he transfer mastered experience to new tasks.

The intellectually backward child is unable to subordinate his behavior to the complex verbal instructions given by the teacher or to build his conclusions on the basis of verbal reasoning, which is formed in the process of school learning. Therefore, neither independently, nor under the normal educational influences of the common school, can intellectually backward children achieve normal mental development; only the special conditions of the Auxiliary School provide the possibility of partially compensating for their defects.

All this compels us to begin study of the intellectual development and mental peculiarities of these children with a precise analysis of the disease which underlies their backwardness, and the peculiarities of their mental development before they entered school.

The procedure in selection of children for Auxiliary Schools logically begins, therefore, with a thorough clinical study of the child's development; one which goes back to the first stages in his walking, manipulation of objects, speed of

reaction and play, before taking into account the manifestations of his defect in his general behavior in school and the classroom.

This thorough study of the case history is the first and most important way of becoming acquainted with the child whose transfer to the Auxiliary School is in question. It is undertaken chiefly by a psycho-neurologist who studies the pathological factors underlying the child's abnormal development in order to establish the form of intellectual backwardness to which early disease of the brain has led.

#### ***Analysis by Defectologist***

The history of the child's development usually reveals some departure from normal intellectual development in the past and leads on to the second important stage in the study of his case—the analysis by a teacher-defectologist of defects in the child's behavior and learning in school. This analysis is not concerned merely to confirm the difficulties experienced by the teacher when teaching the child in the common school. To establish that the child cannot master reading or numbers, that his arithmetic is bad, that he has a bad memory and is insufficiently attentive, is not to reveal the nature of his backwardness, still less to provide the basis for confident conclusions about his potential advancement in future.

The defectologist is primarily concerned to find out the nature of the difficulties, to discover the peculiarities in the pupil's mental processes which underly his failure in school, and (by offering him special assistance) to establish how far he can utilize various forms of aid and in

dependence upon these, overcome his mental difficulties.

Such work, which requires serious psychological preparation on the part of the defectologist, is directed to insuring a more profound understanding of the child's difficulties and, arising from this, a clarification of whether real intellectual backwardness underlies these difficulties or whether they are due to other causes which by no means require his transfer to the Auxiliary School.

To this end, it is necessary to make a thorough study of the actual processes of mastering school knowledge and skills in the child concerned; that is, to subject the processes of reading, writing, solving arithmetical problems, to a thorough psychological analysis in order to clarify precisely which shortcomings (in concentration, abstraction, generalization, elaboration of earlier operations necessary for further progress) underly the child's difficulties. Obviously such a study of the peculiarities of the child's activity in school must be undertaken in the course of teaching him; this alone can establish to what extent the child suffering from a defect has the ability to overcome it in the process of further teaching.

#### ***The Role of the Teacher***

A profound psycho-pedagogical investigation of the child's intellectual activity and his development in the process of teaching is the only correct method of discovering the nature of the child's backwardness and reaching well-founded conclusions as to the educational measures which can insure his further development.

The complexity and importance

of the task of selecting children for Auxiliary Schools determines the form this work must take. It must necessarily begin in the common school, where the child's retardation is first brought to light and the question of transferring him to a special school arises. It continues under the medical specialist of the selection commission and is terminated by the teacher of the special school in cases when the child is directed there for education.

During a certain period (not less than six months) the teacher in the common school studies the retarded pupil attentively, seeking to find out precisely what difficulties he experiences in learning, how he assimilates the assistance given to him, his peculiarities of character and behavior, his attitude to school and to teaching. Only after arriving at a firm opinion as to the peculiarities which disturb the pupil's normal advance in learning, and after drawing up a detailed characterization, does the teacher direct the unsuccessful pupil to a selection commission; this alone may, on the basis of a special and extended investigation of the child, arrive at a final diagnosis and decide whether the child should be directed to the Auxiliary School.

The first and most essential stage in the work of the selection commission is a thorough medical examination of the child by a doctor—a specialist in psycho-neurology. The psycho-neurologist must be thoroughly acquainted with the life history of the child and his early illness, whether in infancy or at the prenatal stage. Having carried out a thorough clinical analysis of all the child's symptoms, and taken into

consideration the educational characterization of his peculiarities in mastering school learning and skills, the doctor concludes whether there are grounds to assume that pathological processes underlie the child's abnormal development.

The teacher trained in defectology receives this medical report, and also the school report, and himself gives the child a thorough psychopedagogical investigation; observing him in the process of learning, play and educational activity, and taking into account the peculiarities of his intellectual operations. By these means he is enabled to reach conclusions not only as to these peculiarities but also as to the child's further potentialities for development.

In this way the selection commission arrives at scientifically based conclusions as to the nature of the child's defects (diagnosis), his potentialities for further development (prognosis), and so about the form his further education should take.

On the basis of these conclusions the child is either left in the common school (with necessary directions), or is sent to the Auxiliary School or the relevant special institution.

It is important to note that direction to the Auxiliary School is not always final. Observation of the child, which begins in the common school and continues in the selection commission, is also prolonged within the Auxiliary School. According to the rules laid down, each Auxiliary School conducts an annual examination of every pupil, with a view to considering whether it is possible to transfer him to the common school. This provides an opportunity for correcting individ-

ual errors on the part of the selection commission, which may have resulted in children being directed to the Auxiliary School without sufficient cause.

The selection of pupils for the Auxiliary School is, therefore, regarded as a complicated and responsible task, and is carried out in practice by a process of detailed examination of the child. (Individual links in this process of study, which allows for a profound and complete investigation of the pupil with a view to reaching a correct scientific diagnosis of his development, will be set out in the following chapters of this book.)

#### List of Remaining Chapters

*Chapter II. The direction of children who are unsuccessful in the first classes of the common school to the Auxiliary School.*

1. The teacher's problems in evaluating the causes of backwardness. 2. The collection of material for an educational characterization. 3. Organization of the selection commission.

*Chapter III. Children subject to direction to the Auxiliary School.*

1. Oligophrenic children. 2. Children who are intellectually backward after traumatic disease of the brain. 3. Children who are intellectually backward after suffering from encephalo-meningitis. 4. Children with worsening epileptic processes. 5. Children with schizophrenia.

*Chapter IV. Children not subject to direction to the Auxiliary School.*

1. Children whose general development is temporarily retarded. 2. Children with a cerebro-asthenic condition. 3. Children with defects in hearing and speech.

*Chapter V. Methods of clinical investigation in the selection commission.*

1. Basic clinical examination. 2. Amnesia. 3. Somatic investigation. 4. Neurological investigation. 5. Logopedic investigation. 6. Psycho-pathological investigation.

*Chapter VI. Methods of psycho-pedagogical investigation in the selection commission.*

1. Principles governing the psycho-pedagogical investigation. 2. Method of conducting conversation. 3. Observation of play activity. 4. Inquiry into state of the child's scholastic skills. 5. Study of the child's understanding of a literary text. 6. Making use of the descriptive material for investigation of defective processes in the child.

*Chapter VII. Drawing up conclusions about the case.*

We are indebted for the above translation to the *Information Bulletin*, Vol. 5, No. 1, Spring, 1958, on the subject of Soviet Psychology, issued by the Psychology section of the British Society for Cultural Relations with the USSR. Professor Luria visited England in the autumn of 1957 at the invitation of the British Psychological Society, and gave a number of lectures which aroused great interest.

The British SCR has for many years kept up a most valuable interchange with the Soviet Union in this field, as well as in Education, Architecture and Planning, Arts, History and Archeology, Law, Medicine, Science and the Social Sciences. *Information Bulletins* with authoritative material from Soviet sources are published in all these fields, with similar material from Britain going to the USSR, and from time to time direct interchange of views take place through conferences and correspondence between specialists in the respective fields of the two countries. This suggests fruitful avenues of interchange which might be developed more fully between our own country and the Soviet Union.

Information on how to subscribe to any of these *Bulletins* will be sent on request.—Editor.

# A Theologian Between East and West

*Theology Between Yesterday and Today*, by Joseph L. Hromadka. Westminster Press. Philadelphia. 1957. 106 pp. \$2.75.

THE AUTHOR of the lectures that make up this book is Dean of the Comenius Faculty of Theology in Prague. He is also a member of the Central Executive Committee of the World Council of Churches and from 1934 to 1947 he was a professor at Princeton Theological Seminary.

These lectures were given by the Reverend Hromadka at Knox College in Toronto, Canada in 1956. Addressed to students and fellow theologians, they require close attention on the part of the untrained layman. Yet their central point is so urgent and the fact that their author speaks as a theologian active within a socialist country so unusual that they have interest for an audience far wider than the one for which they were intended.

The division of the world into a capitalist West and a socialist East, he stresses, is not the result of conspiracy but the development of history itself—and history is not reversible:

We cannot go back. Revolutionary changes going on through vast areas of some one and a half billions of human beings cannot be understood just as a result of intrigue, cunning, shrewd propaganda, and the machination of a small clique of politicians or conspirators. The changes have been overdue. The orbit undergoing at present a radical transformation of external institutions and also of its moral and spiritual way of life is identical almost entirely, or to a large extent, with the area of previously poor, hungry, and under-privileged people held for centuries in poverty, misery, and ignorance. Nominally Christian nations, or at least the ruling classes of these nations, have been

responsible for the agelong misery of those strata of human society and of those colored peoples who are rising up and claiming for themselves a place of human dignity and self-determination.

He then defines what he sees as the heart of the present situation from a Christian point of view:

The tragedy (although a Christian should not speak of tragedy) of the present situation consists of the fact that there is a lack of real, not just sanctimonious, repentance on the part of Christian nations. By repentance I mean a free and courageous recognition of our own and our fathers' and our forefathers' responsibility for what is going on not only in our countries, but in other continents. We are all the time on the alert to defend our way of life, our comfort, our riches, our undoubtedly great achievements of political and economic civilization. We are shocked by the fact that the most vigorous and far-reaching changes have been going on under the leadership of communistic parties and under the banner of Marxist thought.

Instead of our asking, in a self-searching way, exactly why it is that communism has grasped the imagination and the leadership of the underprivileged, poor, and miserable people, we are trying to unveil any possible or impossible motive of violence, destruction, evil, and hatred on the part of the Communists in order to ease our own responsibility and conscience.

Rev. Hromadka maintains that it is important to approach Marxism positively and that various aspects of Marxist thought have proved helpful and fertile in his own thought and work. He gives as an example the Marxist concept of the unity of theory and practice which serves as a guard against the ever-present tendency to abstract moralism, and the Marxist contention that capitalism has isolated the individual from society and

thus distorted the organic community of men he regards as most fruitful.

At the same time he points out the differences between the concepts of religion and communism, maintaining that religious values alone have permanency. Even a classless society, which he points out does not contradict any basic teaching of the Bible, will be, he insists, made up of sinners.

But it is the positive approach to socialist and communist aspirations that he most urgently insists upon:

Dead formulas and primitive simplifications with which we try to interpret ourselves and to understand the other side have made our discussions sterile and fruitless and weakened our own position of faith and action. Hence we have to rethink not only the big issues of our times but also the methods of mutual discussion and co-operation.

These lectures, with their fresh approach to the whole problem of co-existence between East and West, are well worth the close attention their reading requires.

—MURRAY YOUNG

## Soviet Theater

*The Theater in Soviet Russia*, by Nikolai A. Gorchakov. Columbia University Press. New York, 1957. 480 pp. \$10.00.

IT IS too bad that the author of this book was not content simply to tell the fascinating story of the theater in Russia from the foundation of the Moscow Art Theater in 1898 to the present day.

According to the information given on the dust-jacket, Mr. Gorchakov had long experience in the Soviet theater, worked with Meyerhold and Tairov, taught in dramatic schools, wrote scripts for the stage and screen. Since the Second World War he has lived, so the dust-jacket informs us, in Munich.

Mr. Gorchakov says in his introduction that an objective history of the Soviet theater cannot be written in the Soviet Union. That is as may be, but since he himself no longer lives there objectivity might have been one of his goals in setting down this history. But, alas, he is above all else determined to prove his thesis that the Soviet government stifled the great creative drive of the theater out of sheer malignancy.

This makes the material he has assembled particularly exasperating to read. For he has a wonderful theatrical story to tell—a story that makes our own theater seem imitative, timid and painfully provincial by contrast. But the presentation is so constantly interrupted by attacks on governmental policy towards the arts, so ceaselessly slanted to paint a dark picture of the “fate” of creative life under communism, that one wearies of his account.

What material there is here for a history of a great theater unmatched by anything comparable in the West in the last half-century! It is to be hoped that in the present period of cultural exchange the whole history of the Russian and Soviet theater will be fully opened for us—objectively and in rich detail.

One other disappointing feature of the book is the quality of the photographs. They are wretchedly reproduced, many of them hardly distinguishable. It is surprising that a university press would publish a book with such poor illustrations, quite apart from choosing to present under its imprint such a tendentious, subjective version of Soviet theatrical history.

NOW READY:

**Bound Volumes of  
1957 New World Review**

\$4.00

Indexes alone, 35c each

## ***HISTORY and CONSCIENCE:***

### **The Case of Howard Fast**

By **HERSHEL D. MEYER**

The first full-length study of the social and personal dynamics which lie behind the political reversal announced by the formerly progressive writer, Howard Fast.

A searching analysis of the problems raised by Fast, coupled to an incisive point-by-point refutation of his claims and charges.

Dr. Meyer probes to the heart of Fast's not-so-special case, buttressing his analysis with historic, philosophic and psychological data in a study which goes beyond the Fast case, into the major issues facing intellectuals in our time.

An indispensable volume for thoughtful people!

An Anvil-Atlas Book  
Paper \$1.00; Cloth \$1.75

At most bookstores or:

**NEW CENTURY PUBLISHERS**

832 Broadway, New York 3, N. Y.

## **Peking Review**

A new English language weekly  
published in China

### **READ EACH WEEK:**

survey of the Chinese press  
official policy statements  
articles on daily life  
social and economic development  
philosophical essays  
cultural achievements

**\$8.00 FOR ONE YEAR**  
35c single copy

Order from

**IMPORTED PUBLICATIONS  
AND PRODUCTS**

4 West 16th St., New York 11

## **Soviet Composers and Artists on LP's**

### **SHOSTAKOVICH:**

*A Festival Overture*  
*Memorable Year 1919*  
*Symphony No. 9*

### **PROKOFIEV:**

*The Volga Meets the Don*

### **KABALEVSKY:**

*Symphony No. 4*

### **DAVID OISTRAKH:**

*Shostakovich Violin Concerto*

### **SVIATOSLAV RICHTER:**

*Rachmaninov Piano Concerto No. 1*  
*Saint-Saens Piano Concerto No. 5*

### **GILELS, KOGAN, ROSTROPOVICH:**

*Beethoven Trio No. 7 "Archduke"*

\$4.00 each

Order through

**NEW WORLD REVIEW**  
7th Floor, 34 West 15th Street  
New York 11, N. Y.

## **NEW SOVIET FILMS**

ROAD TO THE STARS  
THE WORLD DANCES  
BOULE DE SUIF  
IN THE PACIFIC  
FESTIVAL OF YOUTH  
A DAY IN MOSCOW

**Artkino Pictures, Inc.**

723 SEVENTH AVE., NEW YORK 19

Telephone: Circle 5-6570

# **PAMPHLETS ON THE USSR**

## **HIGHER EDUCATION IN THE USSR**

*by Elizabeth Moos*

32 pp., 25¢

## **EDUCATIONAL SYSTEM OF THE SOVIET UNION**

*by Elizabeth Moos*

64 pp., illustrated. 25¢

## **WE SAW FOR OURSELVES impressions of USSR**

100 pp., 25¢

## **WHERE MINERS ARE HONORED**

**Report of a Scottish miners'  
delegation to the USSR on  
living and working condi-  
tions of Soviet miners.**

32 pp., 5¢

For single items, add 3¢ postage and  
handling charge, 1¢ more for each  
additional item ordered.

Order from:  
**NEW WORLD REVIEW**  
34 West 15th Street, New York 11

7th Floor

## **2nd PRINTING**

*Special*

**96 page November issue  
NEW WORLD REVIEW**

Still Available

*Articles by:*

**G. D. H. COLE  
ANNA LOUISE STRONG  
D. N. PRITT  
CORLISS LAMONT  
J. D. BERNAL  
SCOTT NEARING  
ESLANDA ROBESON**

and others

25 cents each—5 for \$1.00

**New World Review**

34 West 15th St., New York 11, N. Y.

## **For Subscriptions**

**NEW WORLD REVIEW**

34 W. 15th St., 7th fl.

New York 11, N. Y.

I enclose \$2.50 (Canadian  
\$3.00, foreign \$3.50) for a

☐ *New subscription*  
(one year)

☐ *Renewal*

NAME .....

ADDRESS .....

City..... Zone..... State.....