



CENTRAL INTELLIGENCE AGENCY

INFORMATION REPORT

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THE SOURCE EVALUATIONS IN THIS REPORT ARE DEFINITIVE.
THE APPRAISAL OF CONTENT IS TENTATIVE.
(FOR KEY SEE REVERSE)

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2. Following are corrected spellings for some Russian names appearing in the attached report:

- Page 3, para 12: Aleksandr Aleksandrovich Galachov
- Antonina Ivanova Bezobrazovna
- Antonina Feodovziyevna
- Agayenkov
- Page 6, para 24: Karamzin
- Griboyedov

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REPORT

50X1-HUM

COUNTRY: USSR

DATE DISTR. 24 July 53

SUBJECT: Educational Facilities and Curricula for German Children at Gorodomlya Island

NO. OF PAGES: 7

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SUPPLEMENT TO REPORT NO.

DATE OF IN

THIS IS UNEVALUATED INFORMATION

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GERMAN ADMINISTERED SCHOOL (1946-1948) AT GORODOMLYA ISLAND

1. [redacted] educational facilities were extremely primitive. Both school houses and teachers were scarce. To assure some type of formal training for their children, the German parents organized a school administration [redacted] Professor FRIESE was appointed director and a staff of instructors, composed largely of wives of specialists, were selected by the parents. The natural sciences were taught by a few specialists. 50X1-HUM

2. The Soviet Institute administration did not interfere with these activities and the engineers were excused a few hours each week from their work in order to give instructions. Soviet delay in providing trained instructors, a planned curricula and other regular schooling facilities was probably due to this organizational effort of the parents. Since the children were receiving some sort of training, the Soviets saw no need to make other provisions.

3. [redacted] hours were very irregular and [redacted] for the first six months, lessons were given wherever a place was available. Most often this was the community day-room. After this period [redacted] moved into a barracks consisting of four rooms, two of which served as class rooms. [redacted] the German children were able to use only one of these class rooms as the other was used by the children of Soviet personnel employed on the Island. [redacted] later [redacted] the Soviet children attended school in Ostashkov.) Due to the scarcity of school rooms, the school program was very limited [redacted] had only nine to ten hours of instructions per week during these early years. 50X1-HUM

SECRET

FRIESE, Helmuth Johannes [redacted]

50X1-HUM

SECURITY INFORMATION

- 2 -
S E C R E T

50X1

SOVIET ADMINISTERED SCHOOL AT GORODOMLYA ISLAND (1948 - 1952)

- 4. During the year 1948 or 1949, the school administration was turned over to the Soviets. The Soviet personnel consisted of trained teachers, some of whom had had a number of years teaching experience while others had only recently graduated. The nature of the training received by the teachers is not known [redacted]

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Organization of Classes

- 5. Under the Soviet administration the approximately 100 German children were divided into ten classes. [redacted] the lowest three forms were administered as one unit. [redacted]

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- 6. Children between the ages of six and seven were enrolled in the lowest form or Class 1. While the German parents were anxious to have their children begin their schooling at an early age, the Soviets frowned on this practice, preferring the age of seven as an entrance requirement. The ages of the children in the remaining nine forms were always one or two years higher, so that seven and eight year olds were in the second class, eight and nine year old children in the third class, etc.--and the tenth class was composed of children seventeen years and older.

- 7. Under the Soviet administration [redacted] received between 30 and 34 hours of instruction per week; the number of hours increasing with the higher classes. For the first seven years of training no tuition was charged. Beyond the seventh year, however, a tuition of 150 rubles was charged per year.

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- 8. Attendance was compulsory, although parents had a choice of sending their children to the Island school or the Soviet school in Ostashkov. The price charged for textbooks and writing material was extremely low.

- 9. A class teacher, who was responsible for attendance and served as advisor to the class, was assigned to each class. Students dealt with the school administration through the class teacher. The class teacher did not necessarily instruct his class since each teacher taught or more subjects of his specialty only.

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Examinations, Grades

- 10. At the end of each year of instruction, [redacted] tested and graded in every subject. The grades ran from 1 to 5; the higher the number the greater the achievement. At the end of the seventh year class, [redacted] received a comprehensive examination in every subject [redacted] studied.

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This examination encompassed not only the last year's work in the subject but all subject matter covered in the preceding years in the respective discipline. Upon satisfactory completion of these comprehensive examinations [redacted] received a diploma on which [redacted] grades were listed. Successful completion of the seventh year examination was a requirement for further study. It was also possible to discontinue educational training at this stage. Girls leaving school after the seventh year were qualified, with some additional commercial and technical training, to work as secretaries or draftsmen.

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- 11. Most of the German children, however, continued their education past the seventh form. At the end of the tenth year students were required to pass another comprehensive examination. [redacted]

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[redacted] similar examinations were given at the Soviet school in Ostashkov. Examinations are standard throughout the Soviet Union and are given on the same date. Having passed the tenth year examination, the student

S E C R E T

S E C R E T

- 3 -



50X1

is qualified to enroll in a higher technical institute or university. The tenth year examination, therefore, compares in a sense with the German "Abitur", though the Soviet student has not, at least at this stage, approached quantitatively the same level of training as the German student.

SOVIET STAFF AT GORODOMLYA SCHOOL

50X1-HUM

12. [Redacted]

[Redacted] students were required to address teachers, including the principal, by their own and their father's first names. [Redacted] listed below several instructors who taught at Gorodomlya: 50X1-HUM

Alexander Alexandrovitch GALACHOV Principal of Island School. His permanent residence is probably Ostashkov. Specialty is mathematics.

Antonina Ivanova BESOBRASOVNA She recently graduated [Redacted] 50X1-HUM
Specialty: Russian grammar and literature

Anna Feodorovna SPIROVNA She held the post of principal prior to the arrival of GALACHOV. Specialty: History 50X1-HUM

Nina Konstantinovna [Redacted] Specialty: Constitutional history

Antonina Kikitishna [Redacted] 50X1-HUM
[Redacted] She recently graduated. Specialty: Biology and Geography

FNU Grekorievna SAVINA Specialty: German 50X1-HUM

Antonina Feodovnaievna [Redacted] she was married to AGAJENKOV's successor as police chief on the Island. [Redacted]

SOVIET PEDAGOGICAL PRACTICES

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13. On the whole, the German children approved of the change from German instructors to Soviet teachers even though all class work as well as home work was henceforth in Russian. At first, this was very difficult for us due to the requirement that after the first year approximately, the level of instruction for "Russian" was to be the same for German classes on the island as for a respective Soviet class. [Redacted] 50X1-HUM

[Redacted] In Russian language class [Redacted] received only elementary Russian since few of the children had any knowledge of the language. [Redacted] sixth and seventh form, however, 50X1-HUM

[Redacted] were required to have reached the same level as the sixth or seventh form in a Soviet school. This was necessary, as [Redacted] required to take the same comprehensive seventh year examination with no allowance 50X1-HUM

made for the fact that [Redacted] mother tongue was not Russian. 50X1-HUM

S E C R E T

S E C R E T

- 4 -

50X1

50X1-HUM

14. Except for this difficulty, however, we found that the Soviet instructors were somewhat more lenient in regard to grades, discipline and on the whole more friendly than the German teachers. For example, Soviet instructors did not resort to a reed and [] corporal punishment was strictly prohibited. In addition, [] could always approach the teacher after hours for special assistance. While instructors would not come to [] homes, they were always ready to return to the class room after hours in order to give supplementary lessons. 50X1-HUM
15. Differences between the Soviet and German teachers also existed in regard to methods of instruction. Soviet instructors relied almost exclusively on the text used in the class. Class discussion, too, was strictly confined to the text. [] not asked to seek examples or inferences from experience to illustrate the material under discussion. Nor would the instructor lead the students by a question and answer method through new fields. In contrast, [] German instructors, both in Gorodomlya and usually in German schools, would guide [] through new subject matter by means of leading questions and thus stimulate [] interest and train [] powers of reasoning. It is impossible [] to state whether this difference in teaching method is due to individual differences in the instructor or reflects basic differences between the Soviet and German teaching methodology. 50X1-HUM
16. A difference in discipline both in reference to behavior in class and in [] attitude towards school work also existed. Tardiness or failure to promptly comply with the commands of the teacher was not condoned by the Soviet instructor, but at the same time it was not met with the same censure as from German instructors. 50X1-HUM

POLITICAL INDOCTRINATION

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17. [] were at no time subjected to any political indoctrination, in the sense that [] were asked to join a young Communist group or otherwise coerced if we disagreed with the accepted Communist views. Differences of opinion between the instructor and his German class arose repeatedly. The students were not reprimanded for failure to accept the views of the instructor, but generally the disagreements ended on an inconclusive note with the instructor asserting that his views constituted the generally accepted position on the particular question.
18. While Communism was not overtly or forcefully propagandized, [] nevertheless received some form of subtle indoctrination in the social sciences, such as the course on "The Constitution of the USSR" (given in the Seventh Year), and references to current events which instructors would invariably interject into the lectures whether appropriate or not in terms of the subject matter on hand. Thus for example, we were given the Soviet interpretation of the origin of the Korean war, the defeat of Chiang Kai Shek and his position in Formosa, and the shooting down of an American airplane over the Baltic Sea. 50X1-HUM

Constitutional History

19. During the seventh year, a course on the Constitution of the Soviet Union, which treated the developments in the Soviet Union from 1917 to the present, was added to the curriculum. [] examined the role of the Soviet legislatures, the organization of the judiciary system, and the executive. The procedure for the election of representatives from the lowest to the highest legislature was studied, as was the method of appointment of Presidium Members and other ministers and their functions. 50X1-HUM

S E C R E T

S E C R E T

- 5 -

50X1

20. Strong emphasis was placed on the role of the Soviet citizen in the Soviet State, and particularly his relationship to the socialized property. The civil liberties of the citizen were examined as the teacher elaborated on the rights of free speech and assembly in the USSR. It was pointed out that these freedoms are guaranteed in the Constitution but that protection against their misuse is necessary. Thus the right of free assembly exists, but permission must be obtained from the authorities; freedom of speech exists but the speaker must not misuse his platform to injure the nation. "Criticism from below" is welcomed and channels for complaint and correction exist. Failure to exhaust these channels prior to criticizing the action of the state constitutes a misuse of the freedom of speech.
21. Frequently the instructor would compare the conditions in the Soviet Union with those of other nations. The democracies of the West were criticized as "sham" democracies, and it was stated that it is a contradiction of terms to speak of democracy in a capitalist society. The benefits of the citizens of the Soviet Union in comparison with the West were cited: Unlimited possibility for advancement unhampered by a rigid class structure; the existence of recreation and rest centers for workers; social security which makes age a blessing and not a curse; the greater moral inspiration and satisfaction which comes from working for the common good instead of the self. The awkward expressions of a sixteen year old at this point had been replaced by phrases and concepts that clearly demonstrated rote memory.

History of Russia

22. In this class, given during our seventh year, the reasons for the long history of Russian backwardness were studied. The invasions by the Mongols, the Tartar yoke, and the fact that the Renaissance was halted at the frontiers of Russia, were cited. It was pointed out by the instructor that other nations had wasted the opportunity that history had offered them and that only Russia, which had been denied these benefits, finally raised herself by her own bootstraps. With great pride, the technical advances that had been made in the years since the revolution were recounted, the miles of new railroad tracks, the expansion of rolling stock, the records established by Soviet fliers, the new tractor plants that had been constructed, and the increase in the Soviet merchant marine. In addition, over much opposition from the German students, the instructor would credit Russian citizens with innumerable inventions and discoveries.

Geography

23. Except for a very general treatment of the various continents, the study of geography dealt primarily with the Soviet Union. The political and geographic division of the land were studied, as well as other aspects such as minerals, deposits, plant distribution, soil composition, effects of rain, etc. A great deal of emphasis was placed on the problem of diverse nationalities in the Soviet Union. Their cultures were examined and we learned of their individual languages, music, literature. It was also pointed out that the policy of the government is to encourage the development of these diverse cultures and that towards this end the languages in particular are cultivated. This was offered as evidence that the nationalities are not enslaved people, but rather free and equal members of the Socialist community. If the nationalities are backward, their cultures are not inferior and it was the duty of the more developed to assist the others.

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S E C R E T

- 6 -



50X1

CURRICULUM AT SOVIET ADMINISTERED GORODOMLYA SCHOOL

24.



50X1-HUM

outline
of the subjects studied and texts used in the fifth through eighth year classes:

Fifth Class:

Language of Instruction: German and Russian; mathematics: division, multiplication, addition and subtraction; geography: a superficial treatment of political and geographic division of the USSR; German: grammar and elementary readings; Russian: grammar and some elementary readings. (This was the first year of Russian for most of the German children); history: a cursory treatment of the history of Russian from Rurik to the end of World War II.

Sixth Class:

Language of Instruction: Russian only; mathematics: interest, difficult fractions, exponentials; geography: soil composition, elementary meteorology (rainfall, etc.), cursory treatment of all continents in regard to climactic conditions, mineral and plant deposits; German: Peter Rosseger's Collection of Essays; physics: elementary concepts; history; biology: study of plants; Russian: grammar and literature--intensified course in order to reach standard Soviet sixth class level (see above).

Seventh Class:

Russian: grammar and literature, excerpts from classics by Pushkin, Tolstoy and Lermontov; geography: detailed study of the Soviet Union (see paragraph on Social Sciences); German: grammar, plays by Schiller (Wilhelm Tell), excerpts from Goethe's "Dichtung und Wahrheit" as well as other works by Goethe; chemistry: introductory concepts; physics: magnetism and electricity; history: antiquity; technical drawing; biology: study of animals; mathematics: algebra; constitutional history: the Soviet Constitution from 1917 to the present (see below).

Eighth Class:

Russian: grammar and literature, Pushkin, Lomonosov, Lermontov, Karamsin, Griboedov; Gogol, Tshikovskiy (Karamsin was presented as a great artist who failed to place his talents at the disposal of forces of progress in Russia); German: literature, Minnesaenger (Troubadours), Keller, Eschenbach's Parzival; biology: study of man, accounts of experiments by renowned scientists, special emphasis on Pavlov's response experiments; geometry; chemistry: elementary; physics: motion, forces; algebra; technical drawing; history: middle ages, Russia to Pugashov's rebellion.

25. [redacted] taught in the ninth and tenth classes [redacted] in addition to the above subjects, instruction was given in a course entitled "Darwinism". 50X1-HUM

PARAMILITARY TRAINING AND PHYSICAL CULTURE

26. Very little emphasis was placed on physical training in the Soviet administered school at Gorodomlya. No more than two hours each week of general athletics, consisting of skiing, and track and field exercises were given to the students of the eighth form. [redacted]

S E C R E T

50X1-HUM

S E C R E T

- 7 -

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classes received similar training for the same number of hours each week. [redacted] much greater emphasis was placed on physical training in the Soviet school in Ostashkov. There, children were instructed among other things in the climbing of trees and other obstacles, and also received instruction in the throwing of simulated hand grenades.

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[redacted]

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Comment: [redacted] no overt indoctrination was encountered at the Gorodomlya School. It is obvious, however, that students were propagandized in a manner which left the students unaware of this fact. This was particularly true in the teaching of history, constitutional history and geography. Although the school [redacted]

50X1-HUM

[redacted] was a hybrid institution neither purely German nor Soviet, it is likely that the program was similar to and on the same scholastic level as standard Soviet schools. This is reflected in the requirement that German students at the Island school pass the standard all-Soviet examinations at the end of the seventh and tenth school year.

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