

jointly by various social forces. He deplored the “draining of the intelligentsia” into foreign countries, and the in-fighting among the various domestic political powers: “But toward what goal? There now exists an informal war, without front lines; the mass media are waging war against us, in the cities, and in the country.”

Gromyko attacked the activities of big speculative funds (a scarcely veiled reference to the infamous George Soros Fund), which do not so much commit “espionage,” as “spread a mind-deadening climate.” And he posed questions to the hearing: “How are scientists reproduced? What is our image of the educator, and what is our strategic educational goal?” (An interview with Gromyko is published as part of this package.)

Schiller Institute standards

As a concept for “education and national security,” the Schiller Institute presentation by Hellenbroich focussed on

Pravda reports Schiller Institute attack on Soros

In coverage of a dispute between Communist Party of the Russian Federation Presidential candidate Gennadi Zyuganov and Russian Federation Minister of Education Ye.V. Tkachenko, over who better defends the Russian classics, *Pravda* of June 6 covered the Schiller Institute’s intervention at Russian parliamentary hearings on education and national security.

Pravda’s Irina Strelkova wrote: “For several days in early May, all TV channels were playing the speech of Russian Federation Minister of Education Ye.V. Tkachenko, who ‘exposed’ Presidential candidate G.A. Zyuganov’s ignorance about contemporary schools. Meeting with voters in St. Petersburg, Zyuganov had said that schoolchildren were not being given Pushkin, Tolstoy, and the other classics. The minister of education rejoined, that they are taught better now, than ever. He affirmed the same on May 21, at parliamentary hearings on ‘Education and National Security.’

“Those assembled particularly criticized the history textbooks, published under the Soros Fund’s ‘Renewal of Humanities Education in Russia’ program, which the Ministry of Education supports. One of the participants called the Soros history texts ‘anti-scientific and anti-patriotic.’ The German scholar Anno Hellenbroich, from the Schiller Institute, also spoke very emphatically in this regard, saying that Soros’s interference in education was doing harm not only in Russia, but also in several other European countries.”

the development of Eurasia as a common goal for all humanity. Crucially important for this undertaking, is the Platonic method of hypothesis-formation. Students must become conversant with all the main human “languages”: spoken language, the language of hearing, and the language of vision. Hellenbroich’s sharp attack, in this connection, on the “information society” utopia which Soros is currently using his money to promote in eastern Europe, drew loud applause.

Early in his presentation, Hellenbroich referred to the increasing influence of Lyndon LaRouche and his views in the U.S. Presidential campaign. Then, summarizing the thesis of Zepp LaRouche’s paper, Hellenbroich said that education must be based on the proper transmission of universal history: “This transmission of universal history in the Schillerean sense, thus primarily involves tracing the development of ideas that have brought humanity forward.”

And, in conclusion: “Once the student has gone through all these disciplines, . . . we now have the prerequisites for the development of the kind of personal character that Schiller calls the ‘beautiful soul.’ . . . Any educational program that seeks to foster, in the best possible way, the sovereign nation-state, as well as the creative abilities of its citizens, must be oriented toward these ideals.”

Prospects for Russia

Speakers from the military sector, Russian Orthodox Church, and government health agencies, provided examples of the deepening crisis—especially the financial situation—and its effect on Russian education in recent years. Pediatricians and child psychologists report growing numbers of illnesses afflicting schoolchildren, and also new syndromes displayed by children of the *nouveaux riches*, children overtaxed by “their parents’ new career aims,” prone to neurotic episodes, even suicide attempts.

The textbooks financed by the Soros Foundation were criticized for their one-sided Western orientation (no reference at all to daily life in Russia). A general spoke of the future of Russia’s military academies, and the shrinking budget for military education—a loss which will affect hundreds of thousands of youth who had relied on these academies to obtain an education.

From Omsk, it was said that this winter, the region’s 80 schools and colleges will probably have to close when the temperatures drop to their normal level of -22° F, since there won’t be any money to pay for heating.

Russia’s education minister attempted to point out a few positive sides of the reforms under Boris Yeltsin, but failed to convince those present, who must confront the problems every day.

The very fact that, at this rather desperate moment in Russia’s history, a discussion could be so successfully begun in the Russian parliament on the connection between education and national security, gives hope that a better future is in store for the country.