

ing fact which came out of a conversation with the director of a general secondary school (eleven-year school) is that approximately 35% of the 1,000 students in the school attend morning or afternoon classes in the special music schools about which information will be given later in this report.

It is not the opinion of the arts delegation that one particular phase of education is emphasized more than another in the Soviet Union. There is no current de-emphasis on the arts in education, and there is considerable emphasis on music education. This emphasis on music education is being accelerated. Within the last three to four years the number of primary music schools has been increased by 500.

Specialized Schools in Arts in Education

AT THIS POINT it is probably well to define some aspects of the arts in education program in the Soviet Union. There are several types of schools dealing with the arts. As stated previously, it should be remembered that, in the general school, the arts—music and painting and drawing—are offered one forty-five minute period each week. This is obviously an inadequate amount of time; the school authorities are aware of this inadequacy and are of a mind to work toward increasing the number of periods of instruction in the arts in the general school program. However, as will be reported on later, and again particularly in the field of music education, the general school program is supplemented to a very considerable extent by the music programs—and to some extent programs of the other arts, particularly the dance—in the Pioneer Houses, to which school children between the ages of 10 to 14 years belong, as well as in Houses of Culture where employees of industries and their children participate in strongly-oriented arts programs. This is generally referred to as the amateur movement.

Referring to the various types of special schools (music, fine arts and other schools), there are the following categories: (1) music schools; (2) fine arts schools;