

Salvation of the Saviors

(008-series 369)

School in Knowledge or Knowledge in School

Human nature is such that it cannot help but strive toward what it perceives as good. Whatever people regard as “good,” that is what they will pursue by every possible means. However, what exactly people considered to be good did not depend on them. It depended on the System. Regardless of the unquenchable curiosity of human thought and the constant urge to search, people previously developed and reproduced strictly according to the program, in the directions and for the purposes laid down by the former System, always in its own interests, until the moment that Control System was liquidated. The liquidation has taken place. Completely different processes have now been initiated. Yet today we are left with what one might call **QUESTIONABLE HUMAN MATERIAL**, speaking frankly, at least with regard to the majority of people. Their main flaw is this — *they see the sole purpose of their life in arranging their own comfort*. They are inherently oriented toward taking as much as possible from society while giving back as little as possible (ideally, taking everything and giving nothing). These attitudes modern people (still not Humans) absorb with their mother’s milk; they are implanted at the subconscious level. It is impossible to force the majority to abandon them. Under such conditions, how can we build the kind of social structure we all need, one that will, at least in the initial stage, allow us to navigate what is happening and lighten our existence? A detailed revelation of everything that has been done to the human being in order to convert them into the state of “people,” as well as a full understanding of the consequences and conditions of all that has occurred, would be rather unflattering, at least at this stage of **CONDITIONALLY CONSCIOUS DEVELOPMENT** and the current level of Brain functions. This will undoubtedly be done later, and it will be done. However, this does not prevent us from understanding the principle of the future social model, or at least **ATTEMPTING TO PREDICT IT** within the limits of our own understanding of the reality around us. On this basis, I have decided to publish some of what I consider the most relevant and timely developments from the works of **Professor Alexander Ivanovich Yuryev**, my teacher and like-minded colleague, who passed “suddenly,” but left me several of his still-unpublished works, as well as others published only partially in specialized professional sections of the internet, inaccessible to many. This information forms the foundation of my reflections on specific questions about current events, presented in the way required by today’s circumstances — from the perspective of the energy-informational dialectics of Brain genotype development.

Over the course of 18,000 years (and especially over the last 4,000), everything that has taken place on our planet was oriented toward and determined by an extremely complex set of processes aimed at perfecting very specific Brain genotypes in the precise quantity that had been planned. The development of the Brain genotype was primary, while all intellectual processes tied together into the single historical flow of civilization’s development were secondary. As unpleasant as this may sound, the development of all branches of science, knowledge, the upbringing of the younger generation, its education starting from school, the very structure (school) of this education, culture, in its broadest sense, are also programmatic processes for the development of individual formatted Brain abilities in specific genotypes. The relevance of this information will help many understand why events today unfold exactly as they do, and what this may lead to. It will also show what must be invested into the

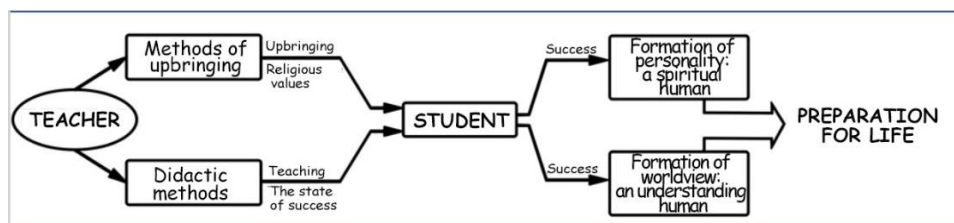
social structure we are to build consciously — relying on the knowledge that, fortunately — we now have access to.

One **IMPORTANT QUESTION** — *the question of school*, constantly asked by people who are **NOT INDIFFERENT** to the fate of the younger generation — by people who clearly see everything that is happening in this sphere. What should the school be like, what will it become after the endless reforms that have tormented it for the last decades? What should children, parents, and teachers do during this period — a time of restructuring, or better said — a transformation of everything and everyone?



School has become a routine, like going to the store, and we don't think about it until it turns into a problem for us. Today school is — **A PROBLEM FOR CHILDREN**, who perceive it as a kind of anachronism that has no relation to the real life unfolding on their computers, TV screens, and in their direct observation of the world. Why is it necessary? Is it a problem for parents, who are always guilty of having

"different children," of not having enough money to pay for everything, as if their child were a luxury, burdened with an unbearable tax? Why are they being punished? School is a problem for teachers, who are being reclassified from educators into bureaucrats, forced to count points and fill out forms instead of engaging in live interaction with children, even though the main purpose of school is education and upbringing. And the primary task of upbringing, as K. D. Ushinsky¹ defined it, is the preparation of a person for life. I should note that he **WROTE 22 VOLUMES** on pedagogy — a true classic, yet modern scholars in pedagogy do not recognize him as a scientist (while accepting all his works) simply because he "...doesn't have an academic degree..." And most educator-innovators of that time didn't have one either, yet they created truly brilliant things.



The scheme of upbringing and education according to K. D. Ushinsky

How can one teach under such conditions, when the “reformers” (I don’t even want to mention their names — they are not worthy of it) believe that school should provide only basic skills and the ability to count to one hundred, and that knowledge is unnecessary because, once a person possesses real knowledge, they become unmanageable for social parasites? In other words, this requires implementing the ideas of fascist ideologists (which are strikingly similar to the ideas of our own “restructurers”). However, even this is an objective process that we must pass through. School is a

¹ Konstantin Dmitrievich Ushinsky — an outstanding Russian educator, the founder of Russian scientific pedagogy.

problem for universities, which are forced to adapt their programs for school graduates, and universities in turn must adapt their programs to students who enter with high Unified State Exam scores yet **LACK THE EDUCATIONAL FOUNDATION** needed to absorb knowledge that, 10-15 years ago posed no difficulty for first-year students. How can they be taught further?

First of all, we must stop fraying each other's nerves because they do not recover, neither in children, nor in parents, nor in teachers. There is a concept called "short-circuiting the threat," which would be very useful when discussing problems of the school. The phenomenon was demonstrated as follows: twenty people were shown a film in which a person who violated a safety rule was cut by a circular saw... On the screen, there were screams, splashes of blood, severed hands, and the audience members stopped breathing, their pulses went over 150, and some even experienced "bear fever." And **TO ANOTHER GROUP OF VIEWERS** it was explained beforehand that the film used actors, that the screams were acted, that instead of blood it is actually red paint — that the severed hands belong to a mannequin: and what happened? They were calm — no one wet themselves and everyone's breathing was even. ***Knowing what is really happening — that is what short-circuiting the threat means.*** With such an approach, one can think about the school calmly. It is from this position that we should look at what is happening, **REMOVING THE PREVAILING EMOTIONS**, both our own and those that are pouring into us from the Internet, where we, by our already ingrained life habit, search for answers to all questions, including this one.

No matter what people say, school is a wonderful phenomenon, and it must be perceived exactly as such. Although, of course, for parents whose children are either entering first grade or preparing for the Unified State Exam, a time of restlessness begins. **CONTINUOUS CHANGES** in the requirements for schools and students can be seen as a special subject, more important than mathematics. Apparently, the idea is that whoever can withstand school reforms will later be able to withstand any changes in life. These are the realities of today, created by processes that are intensively, yet very "carefully," correcting what was done outside people's understanding. When parents themselves went to school, everything was different: they were taught different things, the requirements for knowledge were different, even enrollment procedures were different, and so on. And today's times are turbulent, it's scary to let a child go anywhere alone — he or she must be accompanied almost everywhere, and not everyone has the ability to do that. This is much harder than it was when I and people of my generation enrolled ourselves in school in the 1960s-70s. Everything we are now — that is our school. We become the kind of people shaped by the school we attended. And today's first-graders will repeat in their behavior what they took away, or learned from their own school.

School today is the same, and teachers are no worse than they were in our time. For various reasons, I had to become closely acquainted with several schools in the city and their teachers to be convinced of this. The **LIFE OF THE SCHOOL IS TERRIBLE**; it has been literally exhausted by demands to "change everything" and "report on everything." Instead of teaching and educating, ***the school is forced to deal with a multitude of issues that do not belong to it, to the point where it should practically hire its own lawyers, advocates, economists, IT specialists, and statisticians.*** I am absolutely certain that teachers have less and less time and energy left for working with children. Nevertheless, **THE SCHOOL IS OPERATING**. The great Russian writer and educator L. N. Tolstoy urged teachers to boldly step onto the path of experimentation in order to achieve success, which should contribute to the development of pedagogy as a science. "It is not philosophical revelations in our time that can advance the science of Pedagogy," the teacher-writer noted, "rather it is patient and persistent experiments..."

Of course, there are various schools and teachers, yet it has always been this way; this is life. What does this mean?

First of all — we **CANNOT** influence school reform, just as we once could not influence collectivization, privatization, and similar processes. Problems fall upon schools and parents like snow from the very Olympus of political struggle, where the battle is fought not for life, rather for death (they say, between liberals and conservatives), or so we are told. Both sides speak on behalf of supposedly pedagogical science; however, in essence they simply use it as a tool in a political struggle for what our children will be like, what they will know, and what they will understand. At the same time, parents and teachers are ordered: ***“Go there, I don’t know where; bring back, I don’t know what.”*** The whole point is that so-called “political struggle” has always boiled down to a struggle for the next generation. No one pays attention to us anymore — we are already in history. Any politics functions only when it is based on a new type of person that it has succeeded in forming from children. In the 1930s, the USSR shaped one type of person, Germany — another, England — a third, Cambodia a fourth, and so on. Today in Russia, a **NEW TYPE OF HUMAN** is being formed — if we can even be called it that. Which type? Nowadays, a year or two from now, it may happen that “mother” will be called “parent 1,” “father” — “parent 2,” and instead of “boy” or “girl” there will be “a genderless person.” But this is a matter for elections, and parents usually do not go to them. They are not interested, and therefore they will again receive many unpleasant surprises. However, I would like to point out: in order to participate in “elections,” one must first begin to understand **WHAT ELECTIONS ARE** in the form in which they are “presented” to us, who uses this mechanism and for what purpose, and why. A choice can only be made when you understand whom and for what you are choosing. Only a few understand the staged nature of nationwide elections, yet even they go to “vote” just like ordinary people who take everything at face value. The technologies of falsifying history have not been forgotten, and are actively used today, functioning like auto-motor reflexes among certain representatives of certain Brain genotypes who are practically “switched off.” This is why the dumbing-down begins from the first years of school. On top of that, literature and educational methods ***aimed at the corruption of the younger generation*** are being widely introduced in schools. It has reached the point where, under the guise of a **HEALTHY LIFESTYLE**, theft, sexual promiscuity, and drug use are promoted, with the approval of the Ministry of Education. Such an approach has already resulted in schools producing extremely poorly educated individuals. Good education (though today one must first figure out what the word “good” even means) is becoming inaccessible to ordinary and low-income people, and this is despite the fact that until recently it was the best in the world and free.

Today, proven materials that have stood the test of centuries of pedagogical experience, materials that demonstrated excellent results and were created by the best Russian and Soviet educators, are disappearing from school textbooks, and in their place so-called **PROGRESSIVE WESTERN METHODS** are being introduced, which in reality deform a child’s psyche and thinking. Unfortunately, the slave-like worldview imposed on our teachers — just as it has been imposed on everyone else, still prevents many of them from seeing clearly and fully the goals that are being implemented through their own hands. Parents dissatisfied with school programs now fall under the sights of a new kind of bandit — the child protection agencies.

Secondly — **THERE IS NO NEED TO PANIC**, because our great-grandfathers, grandfathers, and parents went through exactly the same thing. Even recently, in the 60s, 70s, and 80s of the last century, the school preparation of children was the subject of fierce political struggle at the very top of state power. ***The fact is that the state is a “factory” for reproducing people in the required quantity and***

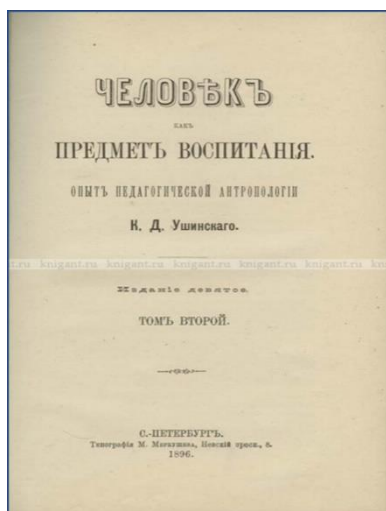
predetermined quality. All state systems work precisely for this purpose: the financial, industrial, defense, and cultural systems. All these systems exist solely to ensure the preservation and reproduction of a viable and capable population. If there is a population — there is a country; if there is no population — there is no country. The intensity of this struggle over what and how children should be taught in school was so high that Academician B. G. Ananyev,² with whom, as far as I know, A. I. Yuryev began his studies, suffered three (!) heart attacks — two of them after meetings of the Presidium of the Academy of Pedagogical Sciences of the USSR. After the third heart attack **he died (18 May 1972).** **After his death, schooling from the age of six was introduced, the textbooks of Kiselev, Peryoshkin, Rybkin, Barkhudarov, and many others were removed. Those who taught and studied at that time remember well what that meant.**

Third, pedagogy has **ALWAYS BEEN A BATTLEGROUND** throughout the world: it is enough to recall the debate between J. Locke (“An Essay Concerning Human Understanding”) and G. W. Leibniz (“New Essays on Human Understanding”) in the **1660-1670s**. Since the time of Peter the Great, who, incidentally, was acquainted with Leibniz and, following Leibniz’s projects, established the Academy of Sciences and the University in Russia, **the German pedagogical system was adopted in Russia.** This system **WAS CONTINUED** by domestic educators all the way up to the Soviet era. What is happening today? Due to changes in the Control System and the implementation of new goal vectors within the framework of current processes and the system of life-support (political scientists call these “political reasons,” let us not dissuade them), a dismantling of everything Soviet is underway, including Soviet pedagogy. In short, the root of the current problems of children, parents, and teachers lies in **the replacement of Soviet pedagogy (the German pedagogical tradition of the “person who is formed through upbringing”) with the Anglo-Saxon pedagogy of the “person who is trained/educated” (the Bologna Process), now being implemented in modern Russia.** The latest Russian textbooks on pedagogy for teacher-training universities are devoted exclusively to the “person who is being educated” (**homo educandus**). Therefore, upbringing is being quietly, yet practically, removed from both the theory and practice of schooling. Yet I. F. Herbart³ said that “instruction without moral upbringing is a means without a goal,” asking at the same time: “what is the use of studying the stars without knowing one’s own heart?” Meanwhile, teachers in practice are forced to engage in upbringing anyway, trying not to let profanity, pornography, cruelty, and inhumanity spill through the school’s doors from the streets and from computer and television screens. Otherwise, it is impossible to teach them mathematics, or physics — or anything at all.

The most important thing — under these conditions parents still retain their own responsibilities, which are eternal, and **THEY MUST FULFILL THEM** no matter what happens in the country or the world. Even if the whole world collapses. The justification for parental suffering and teachers’ hardships will be the **Human Being they help to form, FIRST AND FOREMOST,** and only then a person knowledgeable in the school curriculum. **Humanity itself will be the only protection for children from all the dangers of life.** We want our children to meet humane people in life, and we want them to be humane themselves when we become helpless. Today, however, almost no one says to another:

² **Ananyev B. G.** (1907–1972) — Doctor of Pedagogical Sciences, Professor. Full member (academician) of the Academy of Pedagogical Sciences of the USSR.

³ **Herbart, I. F.** (1776–1841) — The founder of empirical psychology in Germany. He understood pedagogy as the science of the art of upbringing, capable of strengthening and defending the existing social order.

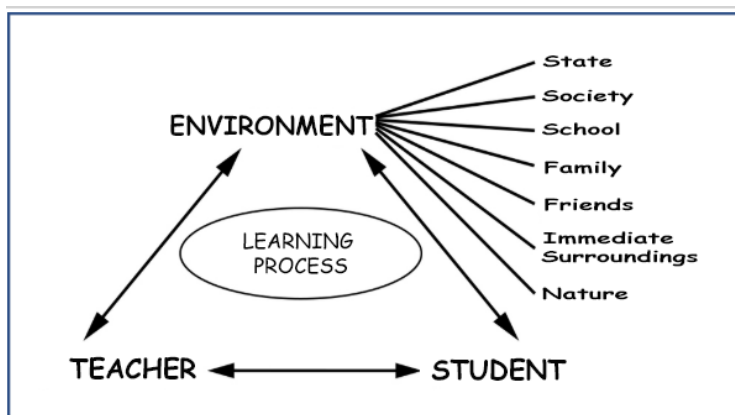


“Be a human being!” Instead, they say: “He is very humane,” or describe a villain as “inhumane.” As these words and qualities disappear from everyday use, true humanity disappears as well. This is not a coincidence: when discussing school reform, the word “Human” is rarely mentioned, as if it were automatically granted to a child immediately after birth or passing final exams. This is far from the truth. The true and primary goal of school education is the goal towards forming a Human Being. This goal is described in detail in the books and experiences of classical Russian pedagogy. Russian educators formed Humans in the graduates of their schools: scientists, military leaders, engineers, farmers, all those who created everything that still sustains our life today. There is a freely available book online, K. Ushinsky’s *“Man as the Subject of Education”* (1867), which is extremely useful for everyone to read **as an instruction for**

raising children in modern conditions.

If K. Ushinsky were to join today’s discussion about school, he would repeat once again: *“...I am convinced that even if Pavel Ivanovich Chichikov were initiated into all the secrets of organic chemistry or political economy, he would remain the same, extremely harmful schemer for society. His appearance would change somewhat, he would adopt different manners, a different tone, disguise himself even further; however, he would remain the same harmful member of society, and would even become more harmful, more elusive.”*

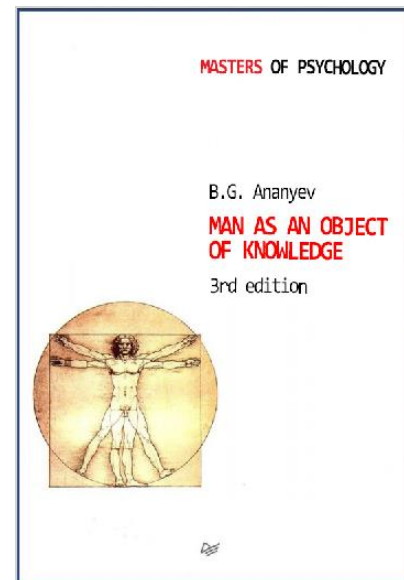
Every advance in pedagogy, if we carefully examine the history of this field, consists in a closer approach to the naturalness of the relationship between teacher and students, which probably requires no explanation.



An important role in the learning process, in addition to everything else, is played by the influence of the surrounding environment on the student and the student’s inadequate response or reaction to this influence (Student ↔ Environment). For successful learning in school, the environment (the state, society, the family) must create favorable conditions that stimulate this success.

Academician B. G. Ananyev, continuing the tradition of K. Ushinsky, wrote the book **“Man as an object of knowledge” (1968).**

As a participant in the blockade of Leningrad, he became convinced that only those who preserved their Humanity within themselves managed to endure and survive, although the deadly cold, hunger, and fear could have turned even the strongest people into animals. The very same was described by concentration camp prisoner Viktor Frankl (“Man’s Search for Meaning,” 1990), who observed that those who massively degraded and perished were precisely the unfortunate ones who had lost their human traits under the pressure of hunger, fear, and abuse. Those who endured everything and survived were not the physically strongest or healthiest, rather the **MOST HUMAN**. We should not exaggerate the horrors of modern Russian life; however, when, in competition for money, a small piece of land, a square meter, or a parking spot, some people lose their human appearance, they suddenly turn into animals who no longer know what they are doing. This is a national problem for Russia far more serious than the loss of Avtovaz’s and others’ money in Cyprus. This problem must be solved, not by merely banning swearing on TV, or restricting the sale of tobacco, and so on.



The Human Being

As early as 1638, Jan Amos Comenius⁴ — the “Copernicus of Education,” wrote in his Great Didactic (1901): *“Man is the last, most perfect, and most excellent creation.”* Yet he becomes a Human only if he is:

1. **Wise** (“True wisdom consists in forming an unfailing judgment about things: to consider each as it truly is, not to chase after the vulgar as if it were precious, and not to reject the precious as if it were vulgar; not to revile what deserves praise and not to praise what deserves condemnation. This is the root of all kinds of mistakes and delusions”).
2. **Moderate** (“The Golden Rule: nothing in excess, that is, never reaching the point of satiety or aversion... in eating and drinking, in sleep and wakefulness, in work and play, in speaking and silence”).
3. **Courageous** (“...the habit of acting thoughtfully in everything, doing nothing under the sway of passion or impulse. Man is a rational being; therefore, he must learn to be guided by reason... so that he truly becomes the master of his actions”).
4. **Just** (“...offending no one, giving each their due, avoiding lies and deceit, showing oneself diligent and courteous.”)

Many will say that every literate person knows this, yet I remind you that this is exactly what 896 Russian schoolchildren who committed suicide in 2011 **DID NOT KNOW** and did not know how to

⁴ **Jan Amos Comenius** — a Czech humanist educator, writer, religious and public figure, bishop of the Czech Brethren Church, founder of pedagogy as an independent discipline, and the systematizer and popularizer of the class-lesson system. do. (Information for that year, and for other years — has been hidden and classified.) They jumped from

rooftops, poisoned themselves, and hanged themselves not because of mathematics, rather because of their **INABILITY TO FEEL THEMSELVES AS HUMAN BEINGS** and act as a Human should. And this is where the secret of raising a Human is buried: **knowing does not mean acting accordingly**. Adults themselves often do not know this and do not know how to live by it, when they behave like non-humans: a jealous father throws his child out of a window; a cannibal eats his friend; a wife orders the murder of her husband; officials siphon half of Russia's budget into offshore accounts; nouveau riche buy up everything around the world that no one there needs; fields become overgrown with weeds, factories close, and there is no work for the new generation of boys and girls in their own country! However, all this is an objective process, one that has been unfolding within the energy-informational dialectics of Brain genotype development, which has been occurring intensively over the last 2,000 years. And it was halted only recently, now continuing within the framework of the transformation initiated by the new Earth Control System and the Human Life Support System.

The school will undoubtedly continue to fulfill its task of forming People, no matter how much it is modernized by those who still imagine themselves to be "rulers." ***The school is an ancient corporation that will outlive all who interfere in its work.*** It is the same type of corporation as the army, or the Ministry of Internal Affairs, or the university, **NO** matter how their composition or structure may be **CHANGED**.



I live near good schools, and every day long lines of beautifully dressed, well-fed, cheerful, well-groomed, and clearly loved children walk past my house toward them. By their faces, noise, and movement, you cannot say they perceive school as a prison. ***Yet exceptions occur where the culture of raising a Human has been lost because there are not enough qualified teachers.*** It is very important to understand that translating knowledge of the traits of a Human into the actual behavior of a Human is a **TASK OF THE HIGHEST LEVEL OF**

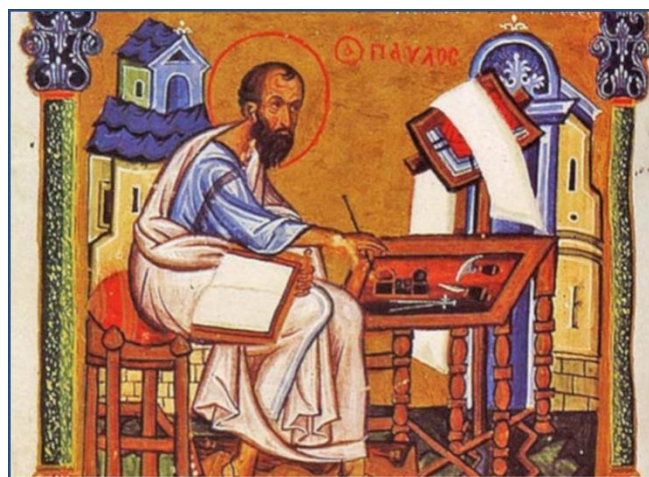
COMPLEXITY. Forming a Human from a newborn is the most difficult task solved not only by society, but also by an enormous number of circumstances, some obvious, yet most hidden until now and only now becoming accessible to our understanding, and even then — far from everyone's. This task is thousands of times harder than creating a nuclear bomb or a space rocket. In pedagogy, the slightest mistake — and instead of a defender of the Fatherland, you get a criminal. This task is carried out by very modest nursery caregivers, kindergarten teachers, and school teachers, who today have been placed in the position of "social parasites" who supposedly make no profit. As if they **ARE NOT SHAPING HUMAN BEINGS** for the country, but merely "provide services," the cheapest in the state. Yet without their work there would be no soldiers, no scientists, ***in fact — nothing at all.***

Pedagogical characteristics of a Human

Teachers know that ***becoming a Human Being and remaining one, is extremely difficult.*** A person becomes Human not by knowing how to be one, rather by someone **WHO IS ACTUALLY PERFORMING** actions that make him Human. Every teacher knows that a Human Being, as understood

by Comenius, Leibniz, Herbart, Ushinsky, Ananyev, Frankl and many others, has only four characteristics. ***The first characteristic of a Human Being*** — the ability to love other people (to wish them good as one wishes it for oneself), to love one's Homeland, one's profession, and so on.

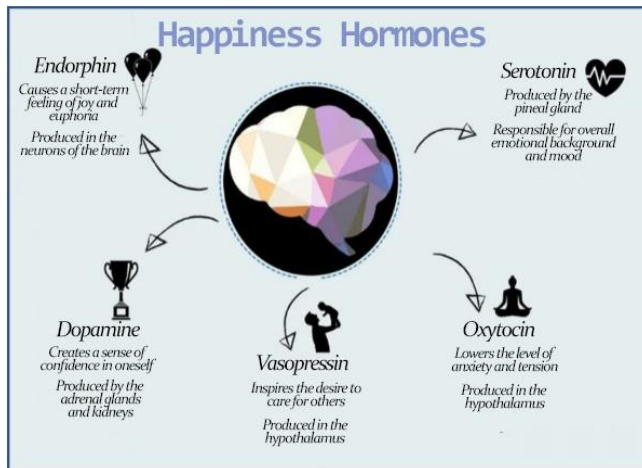
In Chapter 13 of The First Epistle of Paul to the Corinthians, love is described briefly and precisely, and **NOT** a single great writer or philosopher **HAS** been able to add even one new quality to the sixteen signs of love listed there. Happiness from love is experienced by the one who loves, not the one who is loved. In the absence of love, fear enters a person, and love is replaced by hatred, which turns him into an animal. ***The second characteristic of a Human Being*** — the ability to instill in others a belief in life when it seems that everything has come to an end. Possessing **FAITH IN A VALUE**



that lies outside oneself makes a person needed by others, and such a person will never be lonely. Only people who have faith (not in the religious sense), faith and knowledge, become true personalities. The insecure and doubtful will at best be lonely, useless, and needed by no one. ***The third characteristic of a Human Being*** — the ability to **INSTILL HOPE** in others in situations of uncertainty. The source of human hope is a clear and luminous picture of the world, which allows him not only to set the goals of life without error, but also to “chart the path” toward that goal — for himself and for others. And ***the fourth characteristic of a Human Being*** — the **ABILITY TO WORK**, to create use-value — that which people cannot live without. A Human Being is someone who feeds, warms, protects, comforts, and teaches others when they themselves cannot do it. A person is capable of work only if he can overcome the negative states that arise during the expenditure of labor: fatigue, tension, stress, monotony. ***A schoolchild becomes a Human Being only when he matures to the point where he can actually feed, heal, or warm someone who is in need.***

And most importantly: only a Human Being is capable of experiencing happiness as the fullness of one's own existence, connected with self-realization. Both parents and teachers want to raise a Human Being who is happy, because only a Human Being can be loved, only a Human Being knows how to love, and only a Human Being is loved by life itself. More bluntly, without sentimentality — **ABOVE ALL**, parents are concerned with protecting their child from the aggression that increasingly saturates the competitive environment of modern life. And so, humanity (humaneness) performs the same protective function against an aggressive environment as a diver's suit does, shielding him from water, pressure, providing him with air, warmth, communication, etc. However, we already know and understand that a Human Being is only a part of the system within the Earth's Control System, that he develops together with the system, always remaining its component with always limited possibilities of influencing it, and even of understanding it; that is, the ability to foresee what is happening within it (depending on human actions, in particular). I emphasize — including understanding. Indeed, the information a person receives about the properties of the system becomes the basis for influencing it. And for this **WE NEED** a school, a **NEW SCHOOL** that is now being born before our very eyes, and being born, as is natural — in pain. The game is worth the candle.

The Opponents



Of course, this point of view has its opponents. They argue that **HAPPINESS IS A CHEMICAL REACTION** occurring in our body with the direct participation of hormones. From their perspective, if you want to feel happiness — “increase” norepinephrine; joy — endorphin. If you need to improve your mood — serotonin; lack energy — thyroxine; want to feel pleasure — oxytocin; need to dream — dopamine; want to become attractive — vasopressin; need to stimulate thinking — acetylcholine, and so on. If you adopt such a viewpoint, then the list must also include drugs, alcohol, sex — which many people indeed do, **NEVER SEEING** real human

life and never experiencing true human happiness. ***This is the point of view of the main enemies of children, parents, and educators,*** because behind such a physiological interpretation of the Human Being come, like death with a scythe, hatred, despair, loneliness, crimes, and the destruction of the very one into whom parents and teachers invested all their strength, all their resources, all their possibilities.

A conversation about the Human Being is always conducted “in a lofty style,” as it deserves. In my defense, let me remind those who have not yet forgotten that in 1903 **Maxim Gorky WROTE THE ESSAY “THE HUMAN BEING,”** which begins like this: “...In the hours of spiritual fatigue — when memory revives the shadows of the past and a cold breeze from them touches the heart; when thought, like the dispassionate sun of autumn, illuminates the harsh chaos of the present and ominously circles above the chaos of the day, powerless to rise higher, to fly forward — in the heavy hours of spiritual fatigue, I summon before me the majestic image of the Human Being. A Human! As though a sun is born in my chest, and in its bright light he slowly strides, forward! and — higher! the tragically splendid Human!..” — and then follows ten more pages, whose style this article falls far short of.

And Gorky ends his essay about the Human Being like this: “Here again, majestic and free, lifting his proud head high, he walks slowly yet with firm steps across the ashes of old prejudices, alone in the gray mist of delusions; behind him — the dust of the past in a heavy cloud, and ahead — a crowd of riddles, dispassionately awaiting him.” He wrote this about our little ones who today await their meeting with school in the first grade, and about the young people who must take the Unified State Exam and step into the real world. **What will they be like? What awaits them? How have we prepared them?**

(What children are taught in school, and what life awaits them — will be in the next article.)

Feodor Dmitrievich Shkrudnev