A REVIEW OF MEDICAL EDUCATION IN SOVIET RUSSIA.

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ANY discussion of Russian institutions is unintelligible except in the light of what has happened there since 1914 under enormous forces of war, revolution, famine, and disease. As Russia has been partly isolated for ten years from most other nations, I shall undertake a brief survey of conditions and of general education there before passing on to the details of medical education. The observations and facts are based on a year's work in Soviet Russia with the native medical profession under the American Relief Administration. Contacts were made with all sorts of the medical profession from the Caspian to the White Seas, and with medical schools in many parts of Russia.

There is no conscious political tendency or bias in the mind of the writer. In view of the complex conditions which have long existed in Russia's history, and of the comparatively short time which has elapsed since the revolution and its combination with other gigantic forces, I make no attempt to ascribe praise or blame for the result of these forces, or to place responsibility for them on any party or parties.

REVIEW OF CONDITIONS.

It is remarkable that the medical universities have continued to function as well as they have when we review the conditions. These have not been normal for ten years. At the beginning of the world war in 1914 the medical universities in Russia were well equipped and received all that they needed, although the number of students handled was not sufficient for Russia's needs. Many of them were heavily endowed by private benefactors. Medical education was, moreover, specially favoured by the Czarist regime and thus it fared well. Members of the royal family frequently made endowments to the medical institutions; for example, the Leningrad Obstetrical Hospital, which was erected by the last Czarina at a cost of over a million pounds, is one of the finest hospitals of its kind in the world.

1914-1920.

From 1914 on the schools received progressively less in funds and materials, so that by 1917 they were getting about half of the pre-war funds and practically no medications or equipment except that little manufactured within Russia. The conditions of the hospitals and of the personnel were, however, not precarious; there was food, fuel, and a surplus in some things. Then came the upheaval of two revolutions, followed by four years of widespread famine and decimating epidemics, during which time the Great Experiment of Communism was applied to the schools as well as to the individual. During these years there were almost no funds, materials, or any kind of medical supplies; no repairs to the buildings, and only a pitiful amount of fuel or food; and earnings were made impossible because all trading was abolished by law and punished by imprisonment. Besides the schools, practically all members of the personnel suffered. The question of bare existence from day to day, due entirely to general economic conditions, of getting what was necessary to hold body and soul together, was the one thought uppermost in everyone's mind. Distinguished professors spent part of their time in squads shovelling snow, standing in line for their rations of black bread and potatoes and herring, and hurrying by foot from one post of duty to another, and in the time left performing their special duties.

1921—N.E.P. Relief.

In the latter part of 1921 relief organizations came into Russia, and the New Economic Policy ("N.E.P.") of the Soviet Government supplanted Communism. Neither of these factors helped the schools much. The relief gave millions of Russians a meagre ration, and kept the hospitals going; it offered no substantial direct aid to the schools.

The N.E.P. was not the same help to the hospitals and schools that it was to business and the individual, as all the schools are controlled and financed by the Government. For 1922 and 1923 they have received, however, an increasingly larger amount from the Government, and a few new materials; and some of the most necessary repairs have been undertaken.

PRESENT CONDITIONS.

Russia is still impoverished in every department; nearly all supplies are exhausted, and she is just beginning to trade with the outside world. As her manufactured goods were imported, the supplies of these have been depleted and not replaced. A return to normal material conditions has been impossible in the two and a half years during which improvement has slowly taken place, and it is incredible that these conditions, which became rapidly worse for seven years, can be restored to their former state of materialistic prosperity in less than many years. Destruction is swifter than reconstruction, even when the latter takes place under the most favourable conditions.

In view of the enormous amount of propaganda both for and against the Soviet Government, and the resulting lack of understanding of the conditions in Russia, it seems important to emphasize the influences operating there. We must remember the following things:

1. Russia was largely an agricultural country which obtained its principal manufactured goods by selling foodstuffs to Europe, and buying chiefly from Germany.

2. From 1914 to 1917 Russia probably lost more men and materials in the world war than any other participant in this time, and she was in worse condition than any other of the warring nations at the end of the war. She was thoroughly defeated even at this time, before her real internal war began.

3. In 1917 there were two revolutions, and the second revolution took place not only in Moscow and Leningrad but in every town and village, involving wholesale destruction of property and life and obliteration of many institutions.

4. In 1918 and 1919 Russia was not only fighting a civil war between Whites and Reds, but nearly all the people were mobilized and fighting either with or against all the Allied troops that could be sent into her territory through Archangel, Vladivostok, and Odessa.

5. When finally the smoke of battle died down in 1919 it was followed by epidemics of typhus, small-pox, and cholera, involving about 25,000,000 of the 130,000,000 people in Russia.

6. The years 1920, 1921, and 1922 were famine years, caused mainly by drought, and resulting in acute food shortage to 60,000,000 people; at one time 11,000,000 people were being fed by relief from other nations, principally England and America.

7. The total amount of relief sent into Russia (chiefly through the American Relief Administration, British Save the Children Fund, operating largely under the Nansen Mission, Society of Friends, and the German, French, and Swedish Red Cross Societies) amounted to about £30,000,000, nine-tenths of which was spent for food, and one-tenth for medicine, hospital supplies, and clothing—an average of about 5s. per inhabitant.

8. The principle of Communism was applied in its strictest form to every person and every institution in 1918, 1919, 1920, and 1921, when it was modified and substituted by the New Economic Policy, or "N.E.P."

9. These revolutions were accompanied by numbers of exiles, imprisonments, and executions, which might be expected when one extreme faction is replaced by another under arms in a feudal and semi-Asiatic country in which the seeds of revolution have been sprouting for nearly a century.

10. Russia has just begun on the long and tedious way toward materialistic reconstruction.

The sum-total effect of these long years of war, revolution, famine, and disease has been obliteration of nearly every custom, form of society, and institution that existed under the old regime. But life pushes, and out of all this a regeneration has slowly begun, astonishingly rapid in some directions and painfully slow in others.

General Education in Russia.

The effect of the new regime on general education has been to destroy or wholly modify the former schools in which a few were well educated and the mass of the population entirely uneducated, and to institute a system wherein millions are given at least elementary instruction. Communism and Marxism are underlying principles of all the present instruction, and are taught to children as soon as they begin to learn history. The primary purpose is to remove the old illiteracy of Russia as fast as possible, and

also to train each individual in Marxism so that he can be counted on to be useful to the Soviet Government. Thus a new regime, constructed partly out of Russian illiteracy and nurtured in Marxism, may grow up to become the Communist party of the future.

The amount of total illiteracy has already been reduced by about 10 per cent. under the Soviet regime, but there are still 65,000,000 people in Russia unable to read or write. The difficulty of educating these inert masses is evident when we consider the financial and intellectual means at hand to carry on education, and the fact that probably half of the intelligentsia have left Russia.

Instruction of the children is simplified by the fact that a majority of children over 5 are cared for in children's homes, where they receive some sort of teaching daily. The discipline of children, and even the government of the school, is left mostly to the pupils themselves, who are organized on the basis of independent soviets (governing committees). The pupils may even vote to expel one of their members for some misdemeanour, and their decision is final. These schools lack the atmosphere of rigid discipline of the usual primary and secondary schools in other countries. In a classroom the pupils are moving about freely, or gathered in groups for discussion. A free and easy relation exists between teachers and pupils and between boys and girls, and there is no strict separation of the sexes. Such a state of affairs in an American school would at once result in play and disorder, but it does not seem to do so, at least in the classroom, with these Russian youngsters. They look as serious as a group of collegians.

Those who oppose the Soviet Government point to the increase of immorality amongst school children and the supplanting of orthodox religious instruction by the teaching of Communism; the preference given to Communist students, the chaotic condition of the higher schools, and the failure of the soviets to accomplish all that they planned in education; while the supporters of the present Government lay the responsibility of its failures on general economic conditions and ignorance of the peasant, and they point to the decrease in illiteracy and the increased opportunity given to the masses. They say that political control is necessary to create order and to prevent a counter-revolution. But no matter how serious have been the mistakes of the present regime, they have at least made sincerer efforts than were made before to educate the masses.

Thus we see that general education of the masses has just started with the advent of the Soviet Government. Although it is as yet grossly inefficient and conducted on Communistic principles, it is removing some of the Russian illiteracy. The masses, who received no education before the revolution, now get some sort of education, and the intelligentsia, who were highly educated before the revolution, are now able to get only a broken and uncertain schooling on a par with the general masses.

MEDICAL EDUCATION.

As medical education is a technical training based on scientific principles which have nothing to do with politics, it has changed very little in its fundamentals in the past few years compared to the other schools. The chief changes that have occurred have been due to lack of funds for equipment, personnel, and upkeep. Personal privations and emergency conditions have been well endured, and have not interfered with the work of the medical schools as much as one would expect, and all the medical schools have survived the worst period.

Instruction in Communism and some attempt at Soviet control has been introduced into the medical schools of Russia. During the period from 1918 to 1921, when a strict application of Communistic principles was made to everything, the medical schools were also sovietized. At present the residual changes are:

1. Large increase in the number of students.
2. Large increase in the percentage of women and of workmen and peasant students.
3. Large reduction of budget.
4. Nominal control of the school by a Central Soviet Committee in Moscow.
5. In spite of impaired facilities and equipment through exhaustion of finances, with resulting lowering of efficiency of

teaching in some branches, there has been some growth in other lines, particularly in public health instruction. The schools were nearly completely paralysed from 1917 to 1920, but made a remarkable partial recovery during 1922 and 1923, and they are being gradually restored to their former condition.

Owing to the loss of Finland, Poland, and the Baltic States the medical universities at Helsingfors, Warsaw, and Dorpat are no longer Russian. There remain functioning medical schools in Russia in the following cities: Leningrad (3), Moscow (2), Kiev, Odessa, Kazan, Saratov, Kharkov (1805), Ekaterinoslav (1915), Perm (1917). A new school has recently been opened at Krasnodar. The Russian medical faculties from Warsaw and Dorpat have been transferred to Rostov-on-Don and Varonej. The proportion of doctors in Russia is 1 to 5,800 population, and roughly one-tenth of these doctors are women. About one-third of the medical profession succumbed during the recent famine and epidemics. The proportion of doctors in the United States is 1 to 800, and in Great Britain about 1 to 1,400.

DETAILS OF MEDICAL EDUCATION.

We may now specifically examine the state of medical education as it existed at the end of the 1922-23 session in regard to: (1) Selection and number of students; (2) courses and degrees; (3) selection and control of faculty; (4) expenses of students; (5) budgets of schools; (6) improvements.

The authority for most of these details is a confidential report from a Russian doctor who has been dean for many years of one of the largest medical schools in Russia.

During 1918, 1919, and 1920 the medical schools were overcrowded with unprepared students. The principle of "everything for everybody" counted to some extent in the schools. It was during this period that one did not require a ticket to ride on the tramways, with the result that the tramways could not run because of the riders, and no one rode.

In pre-war times women had access only to special schools, the chief of which was the Women's Medical Institution in Leningrad. They were always admitted by examination. Men were admitted also by examination, unless they had received a certificate of graduation from a recognized gymnasium. Since the war the requirements have been changed, so that now, for both sexes, an attest is necessary from the secondary schools, which have replaced the former gymnasiums and professional schools. A professor of pharmacology in Leningrad says:

"During the revolution the attempt was made to accept as students even such people who had not passed through a grammar school, after a very superficial examination. This attempt resulted in unprepared students; although this did not lead to as sad results as one might have expected, for the unprepared students proved unable to pass the examinations required by the medical school in order to be transferred from class to class, and after a year or two a majority of them left the school. It should be noted, however, that the overfilling of schools with students had a bad influence on the teaching. At the present time, besides ordinary students, students are supplied to the medical schools also by the so-called 'rabfaki'—that is, courses for workmen, whose special aim is to prepare workmen for entering high schools. Although the general culture of people graduating from workmen's courses is not high, the preparation mostly proves satisfactory.

"Due to the fact that already in pre-revolution times, and more especially during the last years, the Leningrad schools were unable to accept all those desirous of instruction, it was necessary every year to make a certain selection among the candidates to be admitted. In pre-revolution times this was done by means of a comparison of attests, those being admitted who had the best papers. It should be mentioned that there existed restrictions in regard to the Jews. At the present time special commissions attend to the admittance of students, and, in compliance with the existing official rules, preference is given to members of the Communists' party, persons having attended workmen courses, and people commended by professional unions, persons belonging to the workmen-peasants' class, etc. These methods of admittance account for the marked change in the class elements among the students—for instance, those of the Military Medical Academy, as shown in the table below. The ages of the students at entrance varies between 16 and 35, but most of them are 17 to 18 years old when entering."

Number of Students.

Although there has been a shortage of doctors in Russia, the Government has probably been a little too enthusiastic about the capacity of the medical schools to supply all at once this deficit. More finances, equipment, and teachers are needed thoroughly to instruct the increased numbers which they are called upon to care for.

This letting down of the bars has resulted in an overcrowding of the medical schools which can be seen from the following tables of comparison. The schools were compelled to take three or four times as many students at a time when they had less than a quarter of the income and equipment for a normal number of students. But "it is an ill wind that blows nobody good," and this overcrowding has had the beneficial effect of stimulating interest in public health questions, and of giving some practical medical education to many who, though they cannot qualify as doctors, can take minor positions as "felchers."

The following table gives an idea of how the number of students, as well as their social class elements, have changed at the Military Medical Academy of Leningrad, formerly the Imperial Medical Academy.

Table showing Number of Students and their Social Class (1913-22).

	1913-17.	1918.	1919.	1920.	1921.	1922.
Freshmen	321	486	1,886	829	1,054	671
Total number	900	1,257	2,108	1,682	1,875	1,715
Percentage from workmen and peasants' class	19	30	52	62	84	93

Graduates.

There graduated at the Academy: in 1913, 160; in 1914, 130; in 1915, 1916, and 1917 there were no graduations; in 1918, 72; in 1919, 108; in 1920, 68; in 1921, 48; and in 1922, 52.

The Leningrad Medical Institute, formerly the Women's Medical Institute, was founded in 1897.

When inaugurated the institute was calculated for 1,500 students, with a yearly acceptance of 200 to 250. Owing, however, to the enormous mass of those desirous to enter the institute for study, this number increased after the revolution and exceeded 1,000 persons a year, and in 1919 the total number of those accepted reached 3,635. At the present time it has been again decided to reduce the admissions, for the Government has convinced itself that the Commissions of Professors were right in asserting that the school cannot successfully handle so large a number of students. An idea of the number of students accepted during the various years since its foundation, as well as of the number of graduates and students working at the institute, may be gathered from the following table:

Year.	Students.	Graduates.	Year.	Students.	Graduates.
1914	1,149	282	1919	3,635	37
1915	1,594	85	1920	1,833	25
1916	1,720	176	1921	2,320	108
1917	2,065	80	1922	2,481	136
1918	3,287	75			

The number of students and graduates from the State Institute of Medical Science is shown in the following tables:

Students.					
1910-11	310		1917-18	1,480	
1911-12	456		1918-19	1,503	
1912-13	783		1919-20	1,511	
1913-14	1,014		1920-21	1,163	
1914-15	1,135		1921-22	1,279	
1915-16	1,297		1922-23	2,170	
1916-17	1,378				
Graduates.					
1916	Men. 6	Women. 22	1919 (Dec.) ...	Men. 26	Women. 8
1917	27	54	1921	47	33
1918	40	37	1922	22	32
1919 (July) ...	22	21	Total	190	207

The University of Saratov, which is one of the smaller medical schools, cared for 400 to 500 medical students before the war; in 1922-23 it had about 2,000 medical students enrolled. The ratio in the other schools outside of Leningrad has been practically the same as in the University of Saratov—for example, in the University of Odessa Medical School there were in 1914 nearly 1,000 students; in 1917, 1,500; in 1921, 3,500; and after 1921 there was a slight decrease again.

Courses.

The regular duration of the studies at the medical schools in Russia is five years. The first two years are occupied with chemistry, physics, biology, anatomy, histology, physiology, and physiological chemistry, with laboratory and practical work in each. The fourth and fifth years are devoted to clinical work. I am informed that although the pro-

gramme of the medical schools has been carefully revised after the revolution, it has in the main part kept up its former character. But by order of the Central Soviet authorities the study of social hygiene, history of materialism, and political organization of the R.S.F.S.R.* has been made obligatory for the students.

The work of the students is controlled by practical tests and by examinations held at the end of the second year. State examinations before government commissions formerly were in vogue before the applicant was permitted to practise; these were minimized during the war and abolished in the revolution, the schools being entitled to issue diplomas for the right of practising to all those who went through courses. Now State examinations are re-established. It is planned in the near future to compel the students to spend a year in a hospital not connected with the schools before practising.

Doctor's Degree.

Physicians desirous of devoting themselves to scientific careers and of getting positions of teachers were first to proceed to the degree of doctor of medicine in pre-revolution times. Since the revolution all scientific grades and titles, including that of doctor of medicine, have been officially abolished. However, even now schools are enabling those who are desirous of it to pass through examinations on a series of sciences closely connected with the specialty selected by the applicant. Those passing through such examinations are then expected to write a scientific work of the same kind as the former dissertations, after which they get from the school documents certifying to their scientific qualifications. Such qualifications are required from candidates to the posts of senior teachers. The former system, therefore, has been maintained in its essential points.

Selection and Control of Professoriate.

Of special significance for the schools is the method of selecting professors. In pre-revolution times this selection was carried out by the collegium of professors, after which the candidate nominated was sanctioned by the Minister. Cases of disapproval by the Minister were very rare. Now the selection of professors is effected by central authorities through the medium of the State Scientific Council in Moscow, to whom each school collegium (which, besides professors and teachers, includes also students) merely submits its candidates.

Medical education is under M. Lunacharsky, an efficient and ardent Communist, who is at the head of all Russian education. The State Scientific Council in Moscow and the local school collegium, which are the governing bodies of the schools, have a majority of their members from the Communist party, whether professors or students. In this way a unified control emanating from the Kremlin in Moscow is exerted over all education in Russia. This local school collegium, which is subservient to the Central Committee, is an illustration of government by a soviet.

The rector of the university is appointed by the Soviet Government, and the rector in turn appoints the dean. The committee which has to do with the selection of professors and all university appointments is composed of three members—one from the Political Commissar, one from the Narkomzdrov (Public Health Office), and the third from the organization of students (Communist).

Thus the control is nominally in the hands of the Communists. However, the nominal control does not make so much difference as one would expect. The majority of rectors and deans, though appointed by the soviets, are those who formerly held these positions. I have never known of an efficient man ejected unless he were suspected of being counter-revolutionary. The chief professors and officials have rarely been changed from positions they held before the revolution. The assistants were sometimes shifted, so that, in the words of a professor of physiology from the University of Odessa, "sometimes a professor gets an assistant whom he does not want, and must take him because he is appointed by this committee."

This political control is probably not as harmful as it would be in other countries, and it has certain advantages. It tends to preserve order and prevent dissensions and

* R.S.F.S.R. = Russian Socialistic Federation of Soviet Republics.

anarchy at a time when further squabbling would be suicidal, and strict discipline is necessary for rejuvenation. The schools may owe more than they realize to this strict control.

FINANCES OF MEDICAL SCHOOLS.

The financial position of the schools can be readily judged from the preliminary review of the events which have taken place in Russia. However, a few statements from a professor of medicine as to how the expenses of the students, the salaries of the faculty, and the budgets of the schools are met, may help to visualize the situation:

"In pre-revolutionary times the students of medical schools paid 50 gold roubles (£6) for each semester. An exception to the rule was the Military Medical Academy, where a great majority of the students were enjoying subsidy from the War Department and therefore were freed from payment of fee. Other schools, too, used to exempt the most needy among the students, and there existed State and public and private funds, out of which subsidies were paid to a certain number of students. They were distributed by the school administration, with participation of the students. After the revolution payment of fees was abolished, but there was also discontinued payment of subsidies to the students (the bonds in which the subsidy funds were invested having been annulled by the Government); also there were closed the students' kitchens, which were transformed into public kitchens for the population at large. All that made the condition of the students very hard; the large majority of them, owing to these changed conditions, were compelled to combine with their studies some work in order to earn their living.

"Now the conditions of studying (as well as of life in general) are notably improving, although beginning with this (1923) year a fee is again required, amounting to 200-500 roubles (£1 to £2 10s.) for a semester. Subsidies have been introduced again (in a much larger number than they existed before the revolution); but the subsidies nowadays are distributed according to special rules, preference being given in that distribution to those who are members of the Communists' party, or belong to the workmen's and peasants' class. There are also homes and kitchens being restored for some among the students.

"At the present time many students of the medical schools get food from the European Student Relief Committee. Thanks to this assistance, students who otherwise would have been compelled to quit studying altogether are enabled to continue their studies."

At the State Institution for Medical Science, of a total of 2,170 students, 700 received a subsidy for the year 1923.

The European Student Relief Committee has been feeding from 8,000 to 31,000 students in Russia since 1921. British funds have been caring for the universities in Kazan, Saratov, Rostov, Novacherkask, Simperopol, and Kharkov, and American funds for Moscow, Leningrad, Kiev, Odessa, and Ekaterinoslav. The work of this organization has been and continues a great stimulus to the life of the universities. Of its influence Mr. E. T. Colton says:

"Besides the material aid, the act of practical sympathy at the hands of their fellow students and intellectuals in other lands has imparted new morale to the hard-pressed higher educational forces of the nation, thereby giving an impulse to the recovery and reconstruction of university life."

The selection of students to eat in these kitchens has been made by a committee of nine—three each from the Relief Committee, from the Student Body, and from the Communist party.

Position of the Faculties.

The maximum salary of a professor in the medical schools before 1914 was about £60 a month, and living in Russia was cheaper than in most other countries of Europe. Then salaries dropped rapidly in 1915 and 1916, so that by 1917 they were barely equal to living expenses. From 1917 to 1921 no salaries were paid in Russia, and everyone who performed some "useful production work" was issued a ration. During these years the instructors therefore received rations depending on the number of positions they held. A man who was able to hold a position in two institutions received two rations. Rations were issued according to grades, such as manual workers, Communists, scientific workers, etc.

During the worst time, in 1919 and 1920, the resources of Russia made possible less than a pound of black bread and about half a pound of potatoes daily for the scientists. With the initiation of the New Economic Policy in 1921 salaries were again paid. These started at about £1 (maximum) monthly, and have gradually risen to about £3 10s. as a maximum, supplemented by a ration of flour, herring, and potatoes of about 1,500 calories daily, and free apartments. Dr. Pavlov, whose special worth has been recognized by the Soviets, receives this amount. The

amount received is sufficient to support the recipient, but with no surplus for any books, comforts, or luxuries, and if there is a family the others must obtain some form of employment which will provide them also with the means to live. The greatly reduced standard of living in Russia, the absence of all luxuries, and the cheapness of plain food make it even possible for two or three to live on this maximum salary. The average salary is about half to two-thirds of this amount. Although bare living is cheap, all luxuries and most comforts are much more expensive than in England or America. Unfortunate has been the man who has not had either many valuables to sell or relief from abroad to tide him over these years.

The budget of the Military Medical Academy in 1916 was 875,000 gold roubles, and in February, 1923, 24,000 gold roubles, or at a rate of 288,000 for the year (£28,000).

The Leningrad Medical Institute had 115 instructors in 1913, 119 in 1914, and 184 in 1923. The budget was 400,257 roubles, 377,599 roubles, and 33,484 roubles (gold) for these respective years.

The State Institute of Medical Science, founded by the well known neurologist Professor Bechtereff, and existent formerly on private funds, received in gold 276,395 roubles, 222,444 roubles, and 33,592 roubles for 1913, 1914, and 1922 respectively.

We have attempted to describe the conditions and forces at work in the medical schools rather than to evaluate their work. It should be added, however, that if we consider these unfavourable conditions, the efficiency of the medical institutions has increased rather than diminished during the last few years.

CONCLUSION.

To conclude this account of medical education, we find that the schools have suffered from the general material conditions in Russia, and because of this they are far behind. They have not benefited much from the changes which have helped general education at the expense of the higher schools—the preliminary instruction of the masses instead of the thorough education of the few. Although apparently normal results are being attained, it is at great expense of human energy, with exhausted equipment and supplies, with a new type of student, without full control by the medical faculty, and altogether under conditions that even now are far from favourable.

On the other hand, the schools have been kept alive in spite of material destitution. While there has been no improvement in equipment, there have been adaptations and growth along certain lines. Plans have been made for reorganization when the money is available. The medical faculties have toiled ceaselessly for the survival of their institutions, and the Department of Education of Soviet Russia realizes the need of medical instruction to the life of Russia and the success of their government, and they will do all that they can to support them when they feel that they have a surplus of funds over and above what they require to strengthen and secure the present government. In proportion to its financial ability, the Soviet control has made marked advances in public health education, especially in the care of mothers and children and in the prevention of venereal diseases. There have been also sacrifices of "party principle" to efficiency.

There is room for optimism in spite of the past chaos, the present overcrowding and lack of funds, and the subservience to political control. On the part of both students and faculty there is an increased sense of responsibility and seriousness. Says a medical educator of Russia in a personal communication:

"The medical schools of Russia were formerly well equipped and furnished the students with solid medical education, particularly on the theoretical side. They also did intense scientific work.

"The war and revolution placed the schools in a very difficult position, restricting to the minimum their financial resources. The conditions became still harder because of the fact that after the revolution the number of students in high schools had been extremely increased. The work of the students was further impeded by the lack of scientific preparedness of many of them and their lack of financial resources.

"At the present considerable improvement is noticeable in all those respects, and it may be confidently expected that the schools will get back to their former condition.

"This hope is based on the following facts: (1) Scientific work did not discontinue at the schools even in the most unfavourable times; (2) the progressive increase of funds assigned to schools; (3) increase of the intensity of the students' work."