

English is no excuse for not trying to learn their language. (Americans have a poor image all over the world in this respect).

Before I started the Soviet Seminar, I did not understand the Soviet Union's people and I had very little knowledge of their history. When I finished the required reading and the lectures on the country, ~~were over,~~ I partially understood the Russian people and their cultural attitudes. I also felt I had a basic overview of what a person might encounter while in the Soviet Union.

The Seminar began with lectures covering the history of the early nomadic tribes which later evolved into the fifteen republics of the Soviet Union. We also had lectures describing the Mir, the Russian Orthodox Church, and the people. Our outside reading consisted of three books. Two contained pre- and post-revolutionary history and the third, The Russians, told about their present-day society. Throughout the five and a half months of class, we studied fifteen language lessons which gave us a small linguistic potential for operating inside the country.

I found all the lectures and the required reading to be very beneficial in helping me to understand what I experienced in the Soviet Union. The Books on Russian history were especially helpful because they gave me a foundation from which I could judge the progress and degression of the Soviet nation. The language lessons were the least beneficial and produced few rewards. Because we spent most of our time in groups with access to translators, there was no problem in obtaining information in English. When we had no translator, I found the majority of the local people manning the services, which we had access to, could speak English. Throughout our trip, I used very little Russian.

Soon after our arrival in Helsinki, we were scheduled to ^aleave for the city's train station to catch our train to Moscow. While we were on the boarding platform waiting for complications over ticketing to be squared

for three years have indicated that their exposure to the Russian language was a highly valuable part of their preparation & most said it was the most important part, even if they couldn't retain many of the words & phrases. And, Larry, just because foreigners may speak

Paraphrasing for greater communication, Larry, on the street, if you had given yourself the chance? After all, the Russian people don't exclusively entertain guides, hotel employees, & English-speaking students. Don't you surprised at your comment because all other students

But you were surprised to "practice" your Russian on them - which they appreciate. Also, what about adapting signs? And still of the

away, I had a chance to look over the train. Its design was much older, perhaps ten or more years older, than any train I had ever seen or ridden on in Europe. There was a smoke-^{stack} on each of the individual cars and a person noticed immediately the smell of a coal fire burning. The inside of the train was relatively nice. It was clean and the cabins were comfortable.

Finally, we were ready to board. I was going to see for myself if everything that I had learned about the Soviet Union was true. While standing on the platform waiting for my turn to board the train, a strange feeling swept over me. For a fleeting moment, I was scared to leave for a communist country! I knew I had nothing to fear: I was perfectly safe. But, during that moment the sum of all that I had been taught as a child, all the stories I had heard about communist atrocities, and all that I stood for while I was in the Marine Corps, flashed through my mind. However, my anxiety passed quickly and I got on the train with the rest of the group.

Shortly after our departure from the train station, I had a great need to visit the washroom. Upon arriving at the proper location, I found the door locked. (Locking the washroom doors is a precaution taken to prohibit their use while the train is stopped in a train station.) Once that problem was resolved, I entered my first Russian washroom.

The scene was not one of grandeur unless figured in the negative sense. The toilet was extremely filthy and toilet paper was in short supply. The sink was plugged and there was so much water on the floor a person needed waders to do his business. My first impression of the Soviet Union's washroom held true for almost every washroom I entered during the entire trip.

The group had been told what we could not take in^{to} the Soviet Union and we had been briefed on what to expect when we reached the border. I was anxious to see how they were going to check our belongings. I sorta *not a word* envisioned a crude, rough military method, which would leave all our belongings in shambles. To my surprise, I was wrong. The procedure was done in an orderly manner. First, a young man came through and took our passports. A few minutes later a second crew of men came through, they checked under the radiators in the car's hall way, in the ceiling of the individual cabins, and in any other possible place on the train in which a person could hide something. Finally, two middle-aged customs inspectors came through. They were more selective in their inspection, checking the belongings of three out of the four occupants in the cabin. Also, they were more interested in the foreign students than they were in the Americans. When going through our ~~personal~~ ^{al} effects, they were very interested in books and magazines, especially those carried by our group leader, Dr. Kenney. The inspectors went through the material page by page until they were satisfied that the material was not contraband. I was impressed with the whole ordeal and felt that the procedure was conducted in a professional manner by very clean-cut personnel.

After arriving in Moscow, my walk through the train station yielded another surprise. The station had a very cold, drab setting. A quick glance around revealed a rather large room, with only a few small shops, and no milling crowds. The people waiting in the station wore rather dark colored clothing and expressionless faces. Their eyes seemed to follow a person wherever he walked. The whole setting seemed to lack the light and airy sensation found in similar western settings.

At the hotel, our ~~three-man~~ room was basic but adequate; however, one person had to sleep on the sofa. We had a black & white television,

a radio, and two different types of refrigerators, which weren't plugged in. Our bathroom was nice, but ~~x~~ we were given only one small towel per day for the three of us. We also had only one small bar of soap. The bar of soap and the drinking glasses were never changed throughout our stay in the hotel. We did have toilet paper ~~x~~, but ~~x~~ it was rather rough. Considering everything, I was happy with ^{our} accommodations.

Breakfast in the hotel's restaurant left something to be desired. My egg-cup had dried egg on it, left over from the previous meal, and the waiters forgot to finish serving our table. By the time we received our food and finished eating, the people at our table were one of the last groups to leave the restaurant. I didn't know it at breakfast ^K, but ~~x~~ the food and service would improve as our trip matured.

Later in the afternoon, the group was taken on a bus tour of Moscow. Listening to our guide tell about the different places of interest in the city (pop. 8 million) and hearing the different stories about the Communist regime, a person could come to believe that the Soviet Union is not such a bad country to live in.

Moscow has an enormous amount ⁿ of beautiful, historic architecture, though ~~x~~ a large portion of it is religious in nature. By standing in the middle of Red Square, a person can see Lenin's Mausoleum and the Kremlin wall behind it, St. Basil's Cathedral, and the G. U. M. Because the historic architecture surrounding Red Square is bunched together, the square reflects a very beautiful image, especially at night when the spot-lights are lit.

St. Basil's Cathedral was built for Ivan the Terrible and the church's beauty lies in its external appearance. While gazing at the multi-colored domes atop St. Basil's Cathedral, one can mull over in his mind the agony of the two architects who Ivan the Terrible had blinded so they could not build such a beautiful piece of architecture in any other land.

Why didn't you ask the maid for more - in Russian - if you would have received them?

The city's largest department store, the G. U. M., is a three-story building consisting of three corridors with glass roofs. From the second and third floors, a person can watch the people quickly forming lines or simply ~~ly~~ waiting in long lines for goods and services. The moving mass of humanity in the store reminded me of the bazaars found in the middle eastern countries.

The Lenin Mausoleum is a small structure made of polished red granite. When a person enters the building, he has to walk down steps leading to the main room where the body of Lenin is on display. The room has an almost holy atmosphere and upon entering it, I had the feeling that I was entering the sacristy of a church during services. If a person forgets his manners, Lenin's guards will quickly remind him.

The front doors of the Mausoleum are guarded twenty-four hours a day and when the building is open, which is only a few hours *Some days* each day, a long line of people are waiting to be shepherded through. Once the first person is admitted into the tomb, the line never stops moving. After the people are out of the sepulchre, they are channelled around to the back of the tomb where they pass through a cemetery containing the graves of the country's most important personalities. *and some of prominent foreign Communists.*

The cemetery exists on two levels. Those who have reached a point of high esteem are laid to rest along side the Kremlin's wall. Those which the government feels rate an even higher honor are buried in the Kremlin's wall. (An American, John Reed, is buried in the wall.) The places ^h _h were peoples' ashes have been placed in the wall are marked with plaques containing the name and some information about the individuals.

The Kremlin, to my astonishment, is not a single building. It is a fortress whose walls "enclose an area of 69 acres and form a rough triangle a mile and a quarter in circumference." There are museums, churches, and

Quotations of this kind require a footnote.

government buildings on the Kremlin's grounds. In the political sense, the Kremlin is the Soviet equivalent of Capital Hill. *not quite - it's much more extensive than that.*

The Armory, located withⁿin the Kremlin's walls, was worth seeing even though we had to stand in the Moscow cold for about an hour waiting for the museum to open. It contains the "royal families" wealth. Among the numerous items on display, the collection of carriages ^{was} ~~were~~ my favorite. The assortment [!] ~~included~~ a carriage which Peter the Great rode in as a child, a carriage designed for Chaterine the Great, a carriage carried by men, and a very ornate carriage which displayed the most beautiful, precise craftsmanship that I had ever seen.

The Kremlin, the cathedrals, and the Armory all represent a past form of government ⁿ and a fallen way of life. Though, worthy of being cherished, they do not depict the new Soviet regime or the modern Soviet way of life. To over^{??}come this misrepresentation, I feel the Soviet government has gone to great lengths and expense to create beautiful works of art and ^r ~~achitecture~~ which have been strategically ^{a/} ~~located~~ to allow maximum viewing at no expense to the public. The best two examples that I saw were the theater in the Moscow State University and the Moscow subway.

After World War II, Stalin recommended building a theater at the Moscow University to show the Soviet people that they could construct something of beauty after a period of so much destruction. When the theater was designed and built, the architects made use of the Soviet Union's abundant marble reserves. The theater's interior has large marble pillars and the walls are covered with marble. There is extensive wood-work and a large portrait of Lenin, done in mosaic, covers the wall in back of the theater's stage. The level of workmanship used in the construction of the ~~theater~~ is ~~only~~ ^{only} surpassed by the craftsmanship used in the construction of the Moscow subway.

The Moscow subway is a museum in itself. The trains are old and not much to drool over but, then, its beauty doesn't lie in the functioning of the trains. Instead, it is reflected from the works of art decorating the subway stations. The stations' walls are covered with marble and portraits, done in mosaic. The ceiling^s also are covered with scenes done in mosaic and some stations have large pieces of sculpture. Each piece of work tells a story about the way of life or the struggles of the Soviet people and each of the fifteen republics ^{is} ~~are~~ represented. All the art work in the subway was done by Soviet designers and artists.

On our train trip to Leningrad, I had the opportunity to share a sleeping compartment with our ^g ~~guides~~ ^x who came with us from Moscow. Unlike the students, the guides had to get enough sleep because their next day's work would be rather demanding. Understanding their situation, I quickly jumped into my bunk and stayed there. Not long after the two guides and I were settled in for the evening, they began to ask me questions about myself. I told them about my family, what I wanted to do with my life, the things I had done, and the places that I had travelled to. I then ask^{ed} them about their families, their jobs, and their ^e ~~int~~ ^a ~~rest~~ in travelling abroad. In answering ^{the} ~~the~~ questions we asked each other, we covered many humanis^{ed} ~~istic~~ topics. At one point, one of the guides commented that she was very upset with her hair. She liked the hair~~style~~ of our trip's coordinator, Alice. She told me she was going to ask Alice to go with her to the beauty parlor and be her model, hoping that the hair-dresser would be able to duplicate Alice's hair style for her. It was clear to me, just before going to sleep, that our guides were simple^{ly} ~~ly~~ interested in being happy and getting the most out^t ~~of~~ of life, quite similar to what most Americans want.

After arriving in Leningrad, I was very curious about how good our new

hotel's accommodations would be. To my surprise, they were excellent. The hotel had ^{many} appealing attributes, surpassing the Moscow hotel in service, decor, and location. However, we were still only given one towel per day for two people and our one small bar of soap and two drinking glasses were not changed throughout our stay in Leningrad either. But ~~x~~ things were improving.

On our bus tour of Leningrad (also referred to as St. Petersburg and Petrograd) we were told how Peter the Great established the city as the capital of the Russian Empire. Built on marsh ground, the city's buildings are of Western European style, specifically because Peter the Great wanted to assimilate Western European influence and ideas into his empire. We passed by the Monument to Peter the Great, Rostral Column, Dvortsovaya Square, Memorial to Leningrad Defenders, Peter ^{and} Paul Fortress, ^a Aurora Battle-ship, St. Isaac's Cathedral, The Admiralty, Museum of Ethnography of the People of the USSR, Winter Palace, and the Hermitage Art Museum. Before ending our stay in the city, we would tour most of these sites in more detail.

I thought the ~~St.~~ Peter & Paul Fortress was bland, though ~~x~~ it did have some interesting highlights. The church was a good exhibit because it housed the Tsars' tombs from Peter the Great through Alexander III. There were also the jail cells where political prisoners were held. Aside from touring them ^{we heard} ~~and hearing~~ the story about Peter the Great's son ^{2-comma} ~~x~~ the jail's first political prisoner. The Fortress didn't have to ^h much else to offer.

Dvortsovaya Square, the main square in Leningrad, is about 3-4 acres in size and it is surrounded on three sides by buildings, including the Winter Palace, the Hermitage Museum and a "U" shaped building which has atop it the bronze Victory and six-horse chariot representing the victory over Napoleon: the bronze Victory is a huge sculpture weighing several tons. What impressed me most about the square was its openness and the 154-foot Alexander Column

Again, why didn't you ask the maid? (You have taught the Russians words for "bath" & "towel". But the maids didn't speak English, did they?)

with the angel atop it. *with Alexander's face.*

The Hermitage Art Museum "is the Soviet Union's largest museum of non-Russian Art." When speaking of the Hermitage, one ^{is} actually talking about two buildings, commonly referred to as the Little and Big Hermitage. The museum is so large it would be impossible to see and enjoy all of the displays during one tour.

4 buildings including the Palace itself.

In the Little Hermitage, one can see ~~the~~ very impressive Pavill⁹ian Hall. It is painted in white~~d~~ and gold, with numerous glass or crystal chandeliers hanging from the room's high ceiling. When the morning sun shines through the windows, the chandeliers spark^{le}, adding a gay and airy sensation to the room. In the hall, the Peacock Clock is the main attraction. It is made of individually hand-crafted metal parts. I believe on [?] the hour. The bird fans its tail feathers and at the sametime, several other ^e mechanical functions are performed. The Peacock Clock was made during the 18th century as a toy for one member of the Royal Family.

While touring the Big Hermitage, we passed through art galleries containing traditional Italian art work from the 13th-18th centuries. We saw displays of 19th Century Russian culture. The lathes which Peter the Great ^a ran as a hobby and the ⁱ ivory chandelier which he carved pieces for were especially interesting. A life-size figure of Peter was also on display. Its face was made from a wax mold taken from Peter the Great's original facial features. The wig used on the "wax persona" was made from his original hair. After the wooden manikin was constructed and the likeness of Peter reproduced, it was clothed in his original costume which he wore to his wife's ^o coronation ceremony. But, of all the art work in the Hermitage, the Russian monumental carved stone urns were the most amazing. Going from room to room, a person could not help noticing those huge pieces of crockery. The beautiful urns were composed of such semi-precious stones

as: Malachite, Lapis, Lazuli, Jasper, and porphyry. An example of such an urn would be the Kolyvanskaya vase, "it is an 8 foot high bowl with a diameter of 16 feet. Made of monalithickJasper, the vase weighs 19 tons": the urn was only used for decoration.

} Foot-note needed

St. Isaac's Cathedral and the Pavlovsk Palace are extremely beautiful and worth seeing. Both have unique histories and both have suffered extensive damage during their existence. The church teetered on the verge of natural destruction when its foundation settled unevenly in the marshy ground, causing the church to tilt and almost causing it to fall. This problem was corrected in 1873-1898. The Pavlovsk Place was gutted by fire while it still belonged to the Royal Family. It too was repaired, but the beautiful mosaic wood floors were not replaced until after the palace was restored the second time. Later, after World War II was over, it was discovered that the Cathedral had suffered internal damage caused by frost and external damage caused by bombs. The palace had been totally destroyed--a direct result of the German hatred for Russia and her culture. Much effort has been put into the restoration of both pieces of architecture. In the palace's case, the whole building was restored to its original appearance. The Cathedral had to have some of its religious mosaics repaired and all but a small portion of the exterior was restored. The portion which wasn't repaired was left to remind the people of the war's destructiveness.

Unlike the ~~St.~~ Peter & Paul Fortress, the Museum of Ethnography of the People of the USSR has educational information and exhibits to offer. The "exhibits are devoted to daily life, costumes and applied art of Soviet nationality groups from the Baltic Sea to Central Asia to the Pacific." These exhibits helped me to clearly understand the ethnic & cultural make-up of the Soviet Union's population. By seeing the low cultural level on

} Footnote

which some of those societies existed, I can clearly understandⁿ the amountⁿ of planning and dedication it took to bring the literacy rate throughoutⁿ the Soviet Union up² to a level comparable to that of Western Europe and the United States.

Instead of speaking with Soviet students during our meetings in Moscow and Leningrad, I took the opportunity⁹ to speak with educational administrators, hoping to learn some information about the Soviet educational system. From them, I learned that after the revolution the Communist regime had to organize its educational system from scratch.

The Ministry of Education came into existence in 1924 and by 1927 free elementary education had been made compulsory. In 1936, eight years of schooling were required to complete a person's² education. Then in 1979, the time span for compulsory education was lengthened⁹ to ten years. Children start school at age seven and attend classes six days a week. Language training is also mandatory and English is the most popular language; however, all students must⁹ learn Russian. The Russian language is the common denominator used in bring the Soviet people together as a nation. Parents are given the choice of sending their children to schools which teach classes in Russian or to schools which teach classes in the language of the local area. If parents choose the latter case, then their children must learn Russian as a foreign language. Sixty-two nationalities have chosen to teach their children in schools using their native tongues.

The Soviet educational system also has its flaws. Their school administrators noted the following examples as their three most important problems: most schools are in rural areas and the level of rural education is lower⁹ than the level of education found in the schools of large cities; schools are poorly equipped; and schools would like to be more effective in helping their adolescents find their way in society.

The manner in which students should be disciplined is always a question. When the opportunity arose, I asked an assistant principal, who had taught in the United States, her opinion concerning corporal punishment. She did not like the idea at all and she stated that striking children served no practical purpose. When I asked her how she disciplined her students, she told of one boy she has in her class, explaining that he is overly aggressive and is always hitting girls. She asked him why he did it. When he could not give a reason, but ~~x~~ continued the practice^{1, 5}, she notified his parents informing them of their child's behavior. In most cases the family would straighten out the problem. She went on to explain that in those cases where the parents will not correct their child's actions, ~~t~~ the school authorities notify the parents' employer(s) and inform him of the situation, hoping the employer will help solve the family's problem. Finally, if all previous measures have failed, the school authorities will call in the appropriate civil authorities to deal with the child and his parents. After we finished our discussion, I walked away truly surprised by the amount of group pressure applied to the parents, forcing them to teach their children to conform.

Attending a school of higher learning is not mandatory, though ~~x~~ it is ^{encouraged} ~~incorriged~~ by teachers. For those students who do attend, it takes a minimum of five years to earn a ^{university} degree and most students continue with their language training. The government ⁿ pays all the costs for their education. But ~~x~~ the students must pay a token fee of one dollar and thirty cents per month for housing. To off ^s set living expenses, students can receive a calibrated cost of living allowance; the amount of money they receive depends on their grade-point average. When they graduate, the Soviet government will ⁿ guarantee the students a job in their area of speciality. However, in payment for their schooling,

the students must work in any geographic location the government desires for a period of three years. After ~~which~~ ^{wards,} they can obtain a job some where else ^{e²} if they choose.

After hearing so much about the Soviet educational system, I could not pass up the chance to visit Leningrad's ^{a/so elementary} secondary school 232. Upon arriving, we were given a briefing covering the school's history, international friendship program, and curriculum. (We were told that the school specialized in teaching English which the students start learning in the second grade.) While listening to the lecture, I was examining the room at the same time. The classroom was old but ~~x~~ clean and painted. I also noticed a dearth of colorful decorations and teaching aids. There were a few displays of mounted correspondence from ~~foriegn~~ ^{foreign} schools but ~~x~~ they were brown and discolored with age. One mounted news clipping sent by an American school was so brown ~~x~~ I could not read it. The briefing finally ended and we were taken on a short tour of the building. The school was huge. It was obvious why the building had been used for a hospital during World War II! We passed the Gym and the school library. I only got a glimpse of the gym, but ~~x~~ I did stroll through the library. Their collection of books was extremely small. By thumbing through some of them, I got the impression that the books were old and well used.

^Then we entered the second-grade classroom to observe the class in session. The children immediately stood ~~x~~ up. They were all dressed in the same color and style of clothing! After they were seated again, we were allowed to speak to the children. When I asked the kids about their school and teacher, some became very shy and nervous. Others would squirm and poke their neighbors. But ~~x~~ ^{did} a few would answer ~~x~~ my questions, using simple English phrases. It was evident that the children were in their best form;

however, I was still impressed with their behavior and especially their grasp of the English language. Upon our departure, they quickly stood ~~up~~ for us again.

To conclude our visit, we gathered in the young peoples' clubroom. There we heard a fifteen minute lecture about the club and its history. The lecture was given in English by a student. After the lecture was over, we moved to a slightly larger room where the American and Russian students talked and exchanged gifts. The students seemed to be very interested in each other. They ^{mainly} discussed topics pertaining to entertainment, especially the areas of music and photography. The session only ^slasted an hour. And when our time ran ~~out~~, we left.

My last experience in Leningrad was a streetcar ride from the downtown area back to our hotel. Another student and I had about two hours free before our group was due to leave Leningrad ^{for} Tallinn. We decided to see a site which the rest of the group didn't care to visit. By leaving the main group, it became necessary for us to find our own transportation back to the hotel. After we finished our tour, my partner recommended taking a streetcar back because it would be faster than walking. I agreed. When we arrived at the correct stop, the streetcar was waiting. The tram was old and its appearance reflected many years of use. The ^{tram's} doors would not function or fit ^{together} properly and the seats were very uncomfortable. Our ride was extremely rough, which ~~lead~~ me to believe that the tram was not equipped with a shock-absorbing mechanism. Upon our arrival at the hotel, I was glad to get off. The tram ride was the worst experience I had ever encountered while riding on any country's mass transit system.

The train we took to Tallinn was a real show piece of Russian technology. I could not determine the true age of the train, but ~~x~~ ^{fifty!} would estimate that it was at least fifteen years old. Our car contained four rows of thinly padded seats. They were arranged so the two rows on the left

side of the car faced the two rows on the right. The armrest on my seat was completely broken: it could have been removed and thrown away at any time. The car's ^ufluorescent light covers had broken away from their ceiling mounts. Instead of replacing the covers, ^{the workmen} ~~they were~~ crudely repaired, ^{them}. Someone had improvised new fasteners ^e by forming sheet steel into U-shaped clamps; these clamps were fitted over the plastic covers and fastened [?] to the roof. The repairs served their purpose, but ^x they added nothing to the appearance of the car.

Our seating arrangements ^e were basically adequate; however, the arrangements ^e for our luggage left something to be desired. Since there was no baggage car, we were forced to pile ^{Some of} ~~all~~ our suitcases in our car's main ^{aisle} aisle. This made walking ^u awkward. The problem was resolved later by removing the luggage from the passenger compartment and stowing it in the small hallways between the connecting cars. We had gained freedom of movement, but ^x by doing so a new problem was created.

It was decided, as the night wore on, that our car was getting colder. This was unusual because the car attendants generally kept the cars overly warm. Dr. Kenney figured something must be wrong. He discovered that our baggage was blocking the furnace door and the little old lady was unable to stoke the fire which supplied our car with heat. After the suitcases were ^{rr} rearranged, life was back to normal and we had more than enough heat in our car. The rest of the trip went undisturbed, except for an intrusion by a drunken Finn. He was, after a brief stay, briskly removed from our car by his wife and some of their ^{gypsy} friends.

For our stay in Tallinn, the capital of Estonia, we were checked into the city's best hotel. The building was very modern--built by the Finns--and our accommodations ^g were excellent. But ^x we still received one towel per day for the two of us and there was only one small bar of soap for our use.

I'm beginning to think you were afraid to speak any Russian and spoke only to those who spoiled you ¹⁶ by speaking English.

The best aspect¹ of the hotel was its location. We were withⁱⁿ easy walking distance^a of the upper and lower sections of town.

After ~~being~~ ^{we were} in the city a few minutes, it was apparent that Tallinn was different from either Leningrad or Moscow. The city reflected a medieval European setting. Tallinn has many wood and brick two-story buildings which are owned by the state and private citizensⁱ. In Moscow and Leningrad, a person doesn't see these types of structures. They have been destroyed to make room for large apartment buildings and other large structures. Tallinn's historic architecture is very interesting, but¹ it is less numerous and less awe^xsome when compared with the palaces and churches of Leningrad and Moscow. Later, after the guide gave us a brief lesson in Estonian history, I understood why Tallinn is a reflection of Western Europe and why her people will quickly remind a person that they are not Russian but^x Estonian.

Early in Tallinn's history, the city was divided into the Upper and Lower Town. The nobility lived in the upper section and the common folk lived in the lower. There ~~were~~ ^{was} a lot of hostility between the two peoples. So in 1454 a wall was built along the only road connecting the two sections of the city. A gate was installed across the road and ^{at} night^x it was closed. This kept the people apart and stopped them from fighting with each other.

The Upper Town "is an eighteen-acre rocky hill 140 feet above the rest of the city." It offers two excellent vantage points from which a person can view ~~of~~ the Gulf of Finland and the lower city. Most of the Upper Town was destroyed by fire, but^x there are some notable buildings still standing. The Dome Church founded in 1200 is one such building. It contains a carved wood alter^a and numerous wood ^{or} coats-of-arms, which hang on the church's walls.

Unlike the Upper Town, the Lower Town has many of its original buildings. Some like the Magistrat¹⁵ Apothecary Shop, in existence since 1422,

Foot-note

are still in use today. The majority of the old buildings have been re-modeled many times³ but^x they still retain their original baroque, Gothic, and renaissance styles. Along with maintainingⁱ the appearance of the buildings, great care has also been taken to preserve the decorative wood carvings found in churches^e and halls throughout^x the city.

On our tour through the outskirts of Tallinn, we stopped to visit the Forest Cemetery. It is unique because it consists of graves in a woodland setting. There was, from what I could tell, no master plan for the placement of graves. People are buried along foot paths and between trees, with only stone slabs to mark their graves. As a person walks through the cemetery^e, he can smell the fresh air filled with the scent of evergreen trees and view the numerous burning candles^{le} which have been placed atop the graves in remembrance^x of the deceased individuals.

We also stopped at Singers Field and Music Shell. Estonians have a tradition of holding music festivals which dates back to 1869. At this location, they hold a song festival every five years. Different bands and singing^x groups come from all over the Soviet Union to perform at the festival. The groups are all under the direction of one man and the number^b of participants is about 30,000. An astronomical number of spectators come to listen to the music and join in the singing: the music from the festival can be heard for several miles.

Estonia is known for its agricultural production. Soon on our itinerary of events, we were scheduled to visit a state farm. I was really looking forward to the visit. Before we went, our group leaders informed us that we would not be able to enter their barns or view their cattle. But^x we did, however, plan on at least a bus tour of the farm's grounds. When we arrived at the farm, we were presented with beer and soda which we drank

while we listened to a long lecture on the farms' operational abilities and the statistical analysis of its production. Because the lecture took so long, we never were even allowed a bus tour of the premises. I felt the whole visit was a farce and a waste of time. → Agreed!

When our tour of Tallinn was over, we left for Helsinki by ferry. During the summer the trip across the Gulf of Finland usually takes four hours, but ~~x~~ because of the ice in the gulf, our trip was expected to take twelve hours. For me the crossing was uneventful; I slept most of the way. However, in my cabin there was a steady rumble as the ice smashed and grated against the ferry's sides. Several times during the night, the noise stopped. I was told later that the silence was caused when the ferry became bogged down and engulfed by ice. To free the ferry, a Russian ice-breaker was called to assist. The next morning when I awoke, we were in the Helsinki port.

During our stay in the USSR, we had several evenings scheduled for ~~e~~ entertainment. The travel agency had made reservation for the entire group to see a ballet, ~~opera~~, and the state circus. These shows were split between ~~en~~ each of the three towns on our tour. However, the Superior students had planned to see two extra theater performances and we intended on eating at a local ^a restaurant in each city; ^t though ~~x~~ in Tallinn ~~x~~ we had a very full itinerary which precluded us from dining out.

In Moscow, we went to a ~~theater~~ ^{theater} inside the Kremlin to watch the Bolshoi Ballet Company perform Icarus. In Leningrad, we went to the state circus and on a different night, we heard the opera ^{"Faust"} ~~Post~~ performed. Before we left Tallinn, we went to their theater to watch a ballet performance. ^{"Giselle"} Tallinn's performers were ballet students and not professionals like the people in the Bolshoi Company. In my opinion the students were excellent. In fact, I liked their show better than the Bolshoi's performance because it was easier

to understand. I don't want to insinuate that the Bolshoi's show was a low quality production. The show was beautifully done and the dancing was outstanding. But ~~x~~ without knowing the story that was being performed, it was very difficult to understand and interpret the actions of each performer. The opera ^m provided a similar dilemma. In spite of not understanding the performances, I still enjoyed them. Both had great orchestra music, costumes, scenery, and stage effects. And more important, I had never seen an opera or a ballet performance until my trip. I didn't understand how they were performed and I wasn't sure that I would like them. Now I know what they are like. And after seeing both performed, I will admit that I would prefer to see a ballet instead of an opera.

We went out to eat in Moscow and Leningrad. In both cities, Dr. Kenney had to make reservations for the group. But, when he did, Dr. Kenney had to order and pay for the entire group's meal in advance. This was nice because when we arrived at the restaurant our table was completely set and ready for us to start eating. The food was always excellent and we were served caviar and vodka with each meal. In fact, during our first dinner, we were served more vodka than we were willing to consume, *but somehow it all disappeared.* Along with eating and drinking, *there* were opportunities to dance.

During the course of the evening in Moscow, I disco danced with American women and with women whose nationality I never discovered. In Leningrad, I danced with a *Yugoslav* girl and later in the evening, our groups joined together in some harmonious singing. We sounded awful, but ~~x~~ we had fun.

The restaurants that we went to always had live music. In Moscow, the musicians did a fantastic job of playing Western European disco music. The music was toned down a little but ~~x~~ it was still superb. At Leningrad, the band played only Russian music. The music was different from what I was accustomed to hearing but ~~x~~ it too was excellent.

I realize that the Soviet Union is our political adversary! However, after completing our tour of the nation, I now know that her people are humanistic and not barbaric. I saw a nation whose people seem to be happy with their life and proud of their ^achievements^e. When I first signed up for the trip, I expected to meet people who were anti-American, but ~~x~~ instead, I met individuals who were curious about me and my country. I viewed the country's cultural heritage and experienced her customs. And through that knowledge, I learned that the Soviet people live by a different set of values, ~~x~~ values which I found hard to understand. But ~~x~~ out of those values come a saying, ^{which} it went: we like you; it is your government that we dislike. Of all the things which I saw and experienced on the trip, that single illogical saying impressed me the most.

Why is it so "illogical"? Surely individuals can like each other even if their political systems differ greatly!

Larry,

You're quite right about your spelling. It is atrocious. Some of the errors, however, were "typos." You should have proof-read more carefully. Also, you need some lessons in punctuation. You ought to work on these deficiencies because they detract from your very good writing style. You have a fine sense of how to write descriptively, and most of your factual references are correct.

It's obvious that you benefitted a great deal from the experience. The Larry who wrote this paper is not the same guy who joined the Soviet Seminar last fall. Your attitudes have changed in many respects. As we're fond of saying in higher education, you have clearly been "broadened" and "enriched."

I'm a bit disappointed that you chose to focus on trivialities such as towels & soap. Actually, I've been in hotels & motels in this country where they were in short supply too. Usually, though, all you have to do is ask for more & you get them. Why didn't you ask in the USSR? I've found the maids to be very accommodatng. But then, I ask them in their own language. It's pretty plain that you were hesitant to use Russian words, even if you could

refresh your memory by looking at the Russian lessons I gave you. As I noted marginally on your paper, Americans have a reputation, + not only in the USSR, for being "provincial" about learning and using foreign languages. Only a word or two of Russian would have gotten you warm responses + a different kind of human contact than you could ever get just by speaking English. I'm sorry you missed these responses because they often lead to insights into the people that you can't get in any other way.

All in all, your paper was thoughtfully and thoroughly written + I enjoyed reading it. And I thought your closing paragraph was excellent. You might have used section headings to highlight the various parts of the paper. This is a usual technique in writing a paper of this length.

It was a pleasure to have you as a member of the group, and I hope that, as you look back on the whole experience after more time elapses for you to digest even more thoroughly what you saw and felt, you will think of the seminar as one of the most beneficial educational experiences you have had.

Grade on your paper: A -