1961

The birth and life of an "ism"

BOSTON UNIVERSITY

SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS

August, 1961

I HEREBY RECOMMEND THAT THE CREATIVE PROJECT PREPARED UNDER MY SUPERVISION BY Nancy Louise Willis, ENTITLED "Birth and Life of an Ism" BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE.

Assistant Professor of Broadcasting,
Project Advisor

Approved:

Assistant Professor of Broadcasting

Associate Professor of Broadcasting

Final Oral Review Committee

Chairman, Division of Communications Arts

THE BIRTH AND LIFE

OF AN

"ISM"

by

Nancy Louise Willis
(A.B., Wittenberg University, 1960)

A CREATIVE PROJECT

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

BOSTON UNIVERSITY
SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS
DIVISION OF COMMUNICATIONS ARTS

August, 1961

PERSONAL OBJECTIVES

Today we find that a person can not be satisfied with a high school and college education. Our world and society are requiring specialists for every profession. Since a masters program can be completed in a year, I saw no reason to stop with an A.B. and thus decrease my chance for a fuller and more successful life.

My long-range goal is, like most others, a little romantic and a great deal idealistic. I hope that I can go into some type of work which will aid world peace. In the world of tomorrow, there will be a need for much better communication. The advances that are made in space and science will only bring destruction unless we can find a solution to our communications and understanding of each other. The necessity of trained communicators is becoming greater every year, every month, every day. I hope to be able to combine my communication training and study with my international law background in such a way that it will give assistance to attaining our national goal of freedom and peace.

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Birth And Life Of An "Ism"

1. PROGRAM MATERIAL

OBJECTIVES

The author plans to develop a thirteen-week series which will help to inform an American public on a subject which is of common interest and necessity for us all. It will be facts on communism and life in Soviet Russia today.

The author strongly believes that there is a need for such a program and series. If freedom and democracy are to survive, the people who want them must then understand the opposing force or forces. Americans; whether farmer, factory worker, housewife, or secretary, do not understand communism or know the nations under its rule.

The American image of Russia is based on the World War II figure of Stalin and the present day figure of Khrushchev. Our image of China does not exist because we are led astray by a government policy which refuses to admit the existence of millions of people who are ruled by communism. To deal with communism, we must know the history, minds, hopes, and desires of those who believe or are ruled by it. This does not mean that we must accept or approve of them or their ideas but we will be better equipped to deal with them. It is a waste of effort and energy if we try to combat an enemy we

do not know.

The purpose of the series is to inform and enlighten the minds of the common-average-every-day American. Our national government is beginning to realize the weakness and lack of knowledge which the general population has on Russian history and the development of communism. Educators are trying to reorganize the curriculum of schools to correct this serious weakness. Ten years, ago, few schools had Russian history, art, and language classes. Today it is a common thing. The author hopes that this series will be able to assist in the re-education of the older and adult population of our nation; and, at the same time, be a stimulation to the young.

The objectives of the series will vary with the individual but the development of the programs will follow certain lines: 1) rise and spread of communism, 2) developments in Russian policy, 3) Soviet citizens, 4) communists efforts in other nations.

No limits can be placed on the audience for such a series. There will be fruit for the well educated as well as the individual with less schooling. The producer hopes to reach the average American. The farmer: who has not time to read a lot of books, the family man: who is busy providing food and shelter for his loved ones, the housewife: who is too concerned with her children and work. Last of all,

the author hopes to reach and penetrate the minds of the high school and college youth who are, in her view, led astray by our overly nationalistic and slanted history books.

The size of the audience is not of great importance, but the series can have a magnetic quality with the proper planning of the programs. The author would hope for a large viewing audience but, even if it were only a hand-full, it would be a beginning. It would be a hope for improvement in our future efforts against a powerful force.

Participation in a series of this kind is not of great value. Audience participation techniques are used to gain and hold a large audience. The producer desires to make the program hold the audience because of its interest in the subject matter. There is one possibility for some audience participation. The series will be handled by and through the Harvard Russian Research Center. At the end of the program each week an announcement could be added which offered lectures to interested groups. If organizations desired to obtain further and more detailed information on any one area, it could be arranged for one of the program participants to speak at a group meeting. This would of course, be asking a great deal of the Center; but if such interest was expressed, it would prove that Americans are taking note of our position and that of our present enemy in the cold war.

DEVELOPMENT

The author's personal reasons for selecting the series theme can be traced back to her education and interests. She has always found Russian culture interesting and very exciting. Before an accident, she had planned to make ballet her life profession. At the age of four, she received her first contact with Russian music and dance at the Ballet Academy. When she left high school and entered college, she found herself becoming interested in the history and the political philosophy of Soviet Russia. As a result of this new extension of her interest, she took many college courses which studied Russia and its unusual development.

Because the author has read and studied Russian history, her research for this project has been to seek a new and different approach to the subject. The first step was to obtain a basic outline of programs of interest. This she did by taking books, magazines, newspapers, and other publications and selecting topics of interest. She could have selected only the unique topics, such as the Russian form of beatniks; but this method would not accomplish her primary purpose, that is, to inform the American people of the political and social life of Soviet Russia. She has included some of these unusual type of subjects but the major theme is conforming.

The author started her work with the assumption that the average American knows very little about Russia and communism and that his ideas and knowledge are generally wrong and outdated. Therefore, the first group of programs are historical and deal with the philosophy and policies of the Soviet Union. The second segment trys to explain the way of life of the Soviet citizens. It will cover all classes, ages, and professions within the Soviet Union today. The final programs will deal with the future of communism and Russia. The question the author hopes to answer for the American people is: what measures and methods must be used to deal effectively with the Soviet Union and communism of the future?

In gathering information and material, the author tried various methods. She discussed the series with people like Dr. Bernard Rubin and Attorney Richard Dellheim of Boston University; and Allen Kassof and others of the Harvard Russian Research Center. The author's contacts at the Center were most valuable because there she found men who are studying every aspect of Soviet life. The author used the old familiar letter writing technique to gather much of the material. Some of the sources were:

1) Dr. Alex Inkeles of the Russian Research Center. He supplied information on the propaganda technique of Russia. He provided articles, pamphlets, leaf-

lets, and outside sources.

2) United States Information Agency. The Agency helped the author to obtain the American governmental point of view on the Soviet Union. They sent their reports, booklets, leaflets, and pamphlets on the 1959-60 activities of the Soviet Union.

3) USSR Embassy. To obtain the other side of the question, the author received aid from the Soviet Union's Embassy. While much of the information was pure propaganda, it did supply the author with their techniques and methods.

4) Press Department of the Soviet Union. The author wrote to Radio Moscow for material on programs about foreign affairs. They were very helpful and they sent the information asked for as well as additional material.

Russia and communism have become popular subjects for newspapers, magazines, and television programs in the past two or three years. Therefore, the author has taken advantage of the materials which have already been presented. The Christain Science Monitor ran a series of articles by Nate White, its business and financial editor. While working at WGBH-TV, the author discovered two excellent programs which were helpful in sorting and selecting subject areas. The first program was called the "Red Myth", and it was a dramatic

approach to the history and problems of Soviet Russia. The second program was a WGBH production. It was called the "Age of Overkill", and featured Max Lerner. The author worked with Mr. Lerner on some of these programs and she found that his interpretation of world affairs was of great help in formulating her own view of Russia.

The participants of this series are from the Harvard Russian Research Center. While working on the project, the author wrote to several of the proposed guests: Dr. Allen Kassof, Dr. Alex Inkeles, Dr. Kent Geiger, and Dr. Mark Field. They were quite interested in the series and offered their assistance. The author used one of the members as the guest on the sample presentation.

This series and its approach could be changed every month or week because it deals with a nation which is young in its development and which is suffering from great growing pains. The author's approach is not entirely new or different; but it will serve the purpose and objectives she has in mind--enlightenment for Americans in a capsule form.

CONTENT

"Birth and Life of an Ism" gives a brief description of the overall theme of the series. Birth indicates that the history, rise, and spread of communism will be traced. But to give a complete picture of the present, it is necessary to give some form of history lessons to the viewer who does not know the development of communism. Life describes the Soviet citizens' hopes, desires, attitudes, and dreams for the future. The reason for dealing with the Soviet citizen is to show the conditions that he is living in and under as a result of the communist rule. The producer hopes to show the good as well as the bad points of this interesting side of Russia today. The final part of the series will deal with the future of our world. The producer hopes to show why and where communism is winning. She shall point out the real conflicts between communism and democracy; and draw some conclusions as to what the free world must do if it is to survive the threat of communist domination.

The subject areas can be handled in various fashions but the author will limit herself to two forms. The history segments can best be presented as a documentary. The remaining topics will be presented by combining a documentary or montage with an informal discussion. Dr. Rubin will act as

host to various members of the Harvard Russian Research Center.

Thirteen Program Titles

I History

1. "Birth of an Enemy"--This program will trace the revolution of 1917 and the rise of the Bolsheviks.
2. "Struggle Within"--This program deals with the immediate period following the revolution.
3. "The Man In The Kremlin"--This program deals with the rise to power and the contributions of Stalin.
4. "The World Outside"--The topic for this program will be the foreign policy of Russia from 1928-41.
5. "Betrayal of Europe"--This program will be a continuation of the foreign policy, but with major emphasis on the Big Three Conferences of World War II.

II Soviet Citizens

6. "Intellectual Conformity"--The subject of this program will be whether Soviet Russia is controlling and destroying the creative ability of her people.
7. "The Family--A Lost Institution"--This program will trace some of the steps that the family institution has taken since the communist government gained control.

8. "Work, Work, Work!"--This program will give some incite on the working conditions in the Soviet Union today. It will cover the industrial worker and the collective farm worker.

9. "Ruble vs. Dollar"--This program will compare the consumer of Soviet Russia and the consumer of the United States.

10. "Little Red Army and the Rebel"--In this program the accepted picture of Soviet youth will be discussed; but also the new element of the Soviet form of beatnik.

III Future World

11. "The Wall and Its Strength"--This program will be concerned with the propaganda of the free world and the communist world. It will discuss the use of the communication media in the struggle for control over free men's minds.

12. "Russia's Big Threat--China"--No study of communism in the future is complete without a discussion of the conflicting interests and methods of Russia and China.

13. "Cold or Hot--War or Peace"--The final program will discuss the trouble spots of the world, the areas of conflict. The future of this conflict and the struggle of East and West will be predicted and interpreted.

Program 1. "Birth of an Enemy"

Content

There are two sharply contrasting phases to the Russian Revolution of 1917. The first was the product of the discontent of the democratic forces with the conduct of war and conditions with the nation. It was carried out by the workers and the masses of Russia. The second revolution came as a means of spreading international revolutionary doctrines of Marxism. The first revolution overthrew Russian tsardom and through its liberalism, gave scope to the Bolsheviks who were preparing for the second revolution.

Strikes for higher wages began on March 8, 1917. The government did not take them seriously and by March 12th, the strikes had spread throughout Petrograd and could not be controlled by the government and the military. Soon the army refused to fight the workers and they joined in the fight for freedom.

On March 12th, the revolutionary workers set up the soviet. The leaders of this new group were a combination of workers deputies and army deputies; thereby forming a strong defense. One of the first Vice-Presidents was Kerensky.

On March 16th, the first provisional government was formed and its first formal duty was to put Tsar Nicholas and his family under arrest. Rule by the new government was not

effective and every day fresh groups joined with new ideas resulting in conflicts. As a result, the first provisional government fell and under Prince Ivov, the prime minister, a new one was formed on May 18th. The second provisional government represented both the bourgeoisie and the masses. It thus possessed not only responsibility but actual power. The problem of peace or war and the dissolution of the empire into separate unites presented new difficulties for the second provisional government. Up to this time there had been few Bolsheviks in the government and the soviet. But on April 16th, Lenin arrived from Switzerland and decided that the time was ripe for a proletarian revolution in Russia. This would be the signal for a world-wide socialist revolution. So under the leadership of Lenin, the Bolsheviks began to gain power in the soviet. Soviets had by now been formed all over the country and they held their first Congress in June, 1917. At the conference the Bolsheviks made it plain that they were preparing to take power as a party and they gained 35 of 250 seats on the central executive committee.

On July 16, 1917, a small street demonstration was held by the soviets to force the few remaining autocratic leaders out of the government and out of control. To counteract this a notice was issued that called Lenin a spy and a paid agent of the German general staff. As a result, Lenin and his close friends were forced into hiding. The man to

step forth and form the next government was Kerensky. On August 6th, Kerensky became prime minister and minister of war; and thus began a phase of inaction in the Russian revolution. Kerensky failed to put new vigour into the prosecution of the war. He left the question of concluding peace just as he found it. He made no attempt to settle the difficult labor situation, and he was incapable of handling the agarian problem. Growing unrest in the workers, peasants, and army continued to mount day by day. It became increasing evident that the next Congress of Soviets would likely elect a majority of Bolsheviks.

The final blow came on October 12th, when the Germans penetrated into the Baltic provinces. The ministers declared their intentions of moving the capital from Petrograd to Moscow. This proposal furnished the Bolsheviks with an admirable means for stirring up the masses. When Kerensky tried to move the troops out of Petrograd, the soviet formed a military revolutionary committee which declared itself the highest military authority in the province. The Bolshevik commander of this new force was Trotsky. The step was ostensibly taken for the defense of the capital against the enemy; but actually it was a movement for the creation of a general staff for the Bolshevik revolution.

The Bolshevik revolution was closely connected with the convocation of the second Congress of Soviets. The revolt

actually began on November 3rd, when Trotsky and his troops took control of the telegraph, telephone and all governmental offices without firing a shot. On November 4th, Lenin returned from hiding and appeared at the meeting of the Petrograd Soviet. In glowing language he congratulated the delegates on inaugurating a new era. On the morning of the convocation--November 7th, Kerensky left to get support from the front line troops. His staff surrendered at the Winter Palace when they saw the guns of the Bolshevik cruiser "Aurora." The Bolsheviks took over the government of Russia with little fighting and little blood shed; but the civil war which was to follow would more then make up for this easy victory.

Production Approach

The program will open with the host standing in front of a communist symbol. He introduces the subject and the remainder of the program will be a documentary on the birth of communism. The host will narrate most of the program but quotations and other segments will have a different voice or voices.

The film for this program will come from the various news film services(UPI, Pathe, CBS, NBC). Examples of the kind of films to be used are: 1) The Life Time of the Soviet Man, 2) The Shadow of the Kremlin. The content of the films is given under the production segment(p. 57).

In addition to the films and still photographs, there will be a need for drawings and cartoons. The drawings will be caricatures of the important people in the period. The reason for this method is because there will be times when visuals are not obtainable.

The script for this program will be based on the material given under content. At the end of the program we return to the host and he gives a brief preview of next week's program.

Participant

Dr. Bernard Rubin--professor of governmental affairs and public relations at Boston University. Dr. Rubin has done a number of television and radio programs. He is an excellent television personality and host.

Program 2. "Struggle Within"

Content

The Petrograd revolution of November 7th, swept over Russia. Within a few days the vistory was won and the Soviet held power throughout the country. The battle was won with the watchword, "All power to the workers' soviets." The words "land," "bread," and "peace" gained the support of the army and peasants for the Bolsheviks.

The Bolsheviks and the soviets were the only political elements left in the country. The Bolsheviks were determined to take their Marxist doctrines and build their utopia state in Russia and throughout the world. But there were conflicts developing which would plunge the new state into a three-year fight for life.

On November 8th, the Congress of Soviets named Lenin as premier and Trotsky as commissar of foreign affairs. The first act passed gave all land to those who worked it. To insure food and supplies for Petrograd and the other industrial centers, an eight hour day was instituted on November 11th. Within two months the factories of Russia were under the control of the government.

The peace campaign began on November 9th. Trotsky issued a proposal for peace to all belligerent powers. The allied powers turned it down; but the German government accep-

ed the armistice proposal and signed a ten-day truce on December 5, 1917.

But there was trouble within Russia. The bourgeois classes had been stunned at first but they now began to rally. They did not fight in the open but used the weapon of sabotage. To save the nation from complete chaos, Lenin had to turn away from the pure Marxist theory and was forced to nationalize banks, factories, industries, and transportation means. Some form of centralization was necessary to save the country from self-destruction and nationalization was the method selected. By June, 1918, nearly all the industrial and commercial enterprises were declared the property of the state.

The treaty with Germany was not an easy task for Lenin. The Russians had hoped to end it with no annexation, indemnity, and self-determination for all races. The Germans had another idea--independence for Poland, Finland, and the Baltic States. When Trotsky refused this, the German general staff ordered an immediate advance and an end to the truce. Lenin realized that he was sacrificing his principles and the philosophy of Marxist doctrine, but he needed time. On March 3rd, the Russians accepted the German terms and the Treaty of Brest-Litovsk was signed. Lenin had gained his much needed time and the Germans had gained new resources for their war effort. The allied powers would not accept the Brest-Litovsk Treaty. In the first place they regarded the peace as a betrayal of

the cause; and in the second place they did not believe that the Soviet government could long endure.

Lenin's breathing space was not a peaceful or long one. The fight against the sabotage was not yet won; trouble was brewing in the Cossack provinces and in Manchuria; there was trouble with the Czechs and their food supply. The Czechs were asked to give up the cause and make peace--they refused and advanced upon Russia.

During this period of adjustment the Tsar and his family had been held at Ekaterinburg. Because of the Czech and Chinese advances, it was believed that the imperial family planned to escape to Omak--to the White counter-revolutionary forces. Without a trial the soviet voted to execute "Citizen and Citizenness Romanov" and their family. The order was carried out on the night of July 16-17, 1918.

The internal and external pressures which occurred during these few months caused the Bolsheviks to harden. To counter the sabotage and enemies a new "Cheka" was organized. It was given the power to arrest, judge, and execute the enemy of the state. During this period the communism practice grew and took over. Wages and money lost their value. The state issued cards to the citizens for their foods, supplies, clothes, and shelder. Free lodging and free transport on tram and railway were set up. All people who refused to work likely lost citizenship. The peasants saved only what food was really

needed for their household and they were forced to give the rest to the state. They got nothing for this--only a promise of better things and better times tomorrow. Communism had arrived by August, 1918. Had the struggle within the nation been different, perhaps the problems of today might also be of a different nature.

Production Approach

Once again the format will be a documentary narrated by the host. The film will be supplied by the news services and the educational film companies. Segments from historical films like The Shadow of the Kremlin will be used when they apply. The drawings and cartoons will be used to fill the gaps between film and stills.

The host will return at the end of the program and present a preview on next week's program.

Participant

Dr. Bernard Rubin--Boston University.

Program 3. "The Man In The Kremlin"

Content

The Soviet state rejects idols and gods, as well as God--but there was a substitute for all the people in the cult of adoration built up around a man. This man was a statesman, a practical politician, a national leader, a Marxist. He was a friend of the peasant, the worker, the warrior. This man stood above and beyond all the pettiness and limitations of office. This good substitute was the man of "steel"--he was Stalin the Great.

Joseph Vissarionovich Stalin was born December 21, 1879, in the town of Gori, Georgia. His father was a poor shoemaker who died when Stalin was eleven years old. His mother was an illiterate and deeply religious washerwoman. After the death of her other children, she raised her only son with much tenderness and devotion. She chose for him an ecclesiastical career in the Georgian Orthodox Church.

Joseph Stalin attended the parish school at Gori and in the autumn of 1894, he enter the seminary of Tifis. He was an able pupil but he came under the influence of the Marxist doctrine in 1899. When he was about to graduate, he was expelled from the seminary because of his "disloyal" views. In the years which followed, Stalin plunged into revolutionary propaganda and agitation. He became a devoted lover and a

follower of Lenin.

In 1912, Lenin made Stalin a member of the new central committee of the Bolsheviks. He was made the editor of the new paper--Pravda, which began to appear on May 12, 1912.

Stalin had very little to do with the revolution of 1917. He was overshadowed by men like Trotsky, Zinoviev and Kollontai. After the Bolshevik victory, he was appointed commissar of nationalities and he held this post for nearly five years. Not until April, 1922, did Stalin gain his position for power. This power came when Lenin had him appointed secretary general of the party. With this position Stalin controlled the party and through it the government.

When Lenin died in January, 1924, there was a struggle for power and successor to Lenin's position. It was generally accepted that Trotsky would be the successor, but Stalin joined with Zinoviev and Kamenev to form a triumirate. The purpose of it was to over power Trotsky. Having succeeded in this task, Stalin turned against the other two and with his position of secretary general, he disposed of all others. He became the undisputed master of Russia.

"We are 50 or 100 years behind the advanced countries. We must make good this lag in 10 years. Either we do it or they crush us." These were the words of Stalin as he explained the purpose of industrialization to the peoples of Russia. In the short period of 10 years, Russia was transformed from

one of the most backward states into a great industrial power. Stalin's insistance on heavy industry partly accounted for the victory of World War II. To transform Russia and make it an industrial state, Stalin moved whole towns and cities. 25,000,000 muzhiks were forcibly shifted from rural areas to the industrial state centers. They went through a training school and were transformed into factory workers. To supply food to the people, Stalin changed the farming methods. In 1929, there were 25,000,000 primitive and small farms--in 1950, there were 100,000 large and highly mechanized collective farms.

The methods of Stalin had been predicted by Lenin before his death--he had advised the party to remove Stalin from his position because of his hunger for power. In 1936, the power, strength and terrorist methods of Stalin were shown to the world. The Great Purges were a wiping out of all old Bolshevik elements in Russia. In this way Stalin exterminated the men who might have been able to overthrow him. The Purges imparted to the Stalinist regime its peculiar era of terror.

Stalin was mainly concerned with building up Russia and stepping up her slow development. Therefore, his foreign policy was to maintain peace. The Western powers seem to distrust Russia after actions in World War I. As a result, Stalin made a bargain with Hitler and the two nations divided

their spheres of influences in Eastern Europe. The German attack on Russia on June 22, 1941, came as a surprise to Stalin; but because of his industrialization Russia was ready. Stalin led his people to victory. He refused to leave the Kremlin when the Germans stood at the gates. He acquired new territory and resources for Russia by his dealings with Churchill and Roosevelt at Tehran and Yalta.

By 1945, Stalin was the uncontested leader in Russia. He was the final word in all matters--from music to law. He became a symbol to the people and to the nation. We of the Western world can not fully understand the importance and place that is accredited to this man. But Stalin had found Russia working with wooden plows and left her equipped with atomic piles--he was the father of victory. Everything in Russia was dedicated to the idea of making a success of building socialism in one nation. Stalin, more than anyone else, proclaimed and enforced that policy.

Stalin died at the age of 73, in the Kremlin on March 5, 1953. His death was a deeply felt event to the Russian people. A poem written by the Ukrainians and dedicated to Stalin can express the feelings of the Soviet Nation. The poem begins, "Father, teacher and beloved friend, accept this story of the glorious fight of the Ukraine," and it ends up, "Glory to Stalin!"

Production Approach

The host will open the programs in front of the symbol. This program will be the final documentary of the series. A great deal of this program will be covered by the film How Strong is Russia. This film sketches Stalin's rule against a background of Russian history. Other films will be obtained from news services.

The host will return at the end of the program for a preview of the next program.

Participants

Dr. Bernard Rubin--Boston University.

Program 4. "The World Outside"

Content

Soviet Russia's foreign policy of 1928-41, can be divided into fairly well-differentiated stages as follows:

1. Stage one was sollaboration to some extent with Germany, antagonism to Great Britain and France. This attitude was a result of the revolution and the anti-feelings of the Allies toward Russia for turning against the cause of World War I, and signing a separate peace with Germany. This attitude of Russia continued until the rise of Hitler to power in Germany in 1933. Moscow supported Germany's demand for disarmament as opposed to the French thesis of security. Russia refused to co-operate with the League of Nations.

2. The second stage can be expressed as collective security, anti-fascism, and a united front. This change in attitude came as a result of Hitler's rise to power and outspokenly anti-communist program. The Russians were afraid of Germany's obviously militarist, aggressive character which came from the Nazi regime. The USSR joined the league of Nations on September 18, 1934; the year when Germany left it. Russia signed nonaggression pacts with its Western neighbors.

3. The third stage was abandonment of the West and aggression. On August 23, 1939, Stalin and Hitler signed a nonaggression pact. The reason for this pact can be explained by the fact

that Great Britain and France refused to grant Russia rights in the Baltic States and Poland. Russia set out on an independent aggression in Europe and Germany agreed not to interfer. Poland was partitioned off between Germany and Russia. Finland was attacked on November 30, 1939. By the summer of 1940, Russia had extended her provinces to sixteen. Things were going well until Germany demanded control of the straits. Hitler attacked without warning.

These three stages will be discussed by a panel of experts. They will interpret and explain the Russian foreign policy and reasons for its change.

Production Approach

The host will open the program and lead into a montage on the subject area. The opening montage will be three to four minutes long. The purpose is to set the mood and subject for the program. The method will be narration with photographs and film.

Following the opening montage there will be a discussion led by the host. Here is a sample of the questions which he will ask the guests.

1) What were the internal conditions of Russia in 1928?
2) Why did Russia support disarmament after World War II?
3) Why did Russia refuse to join the League in 1920?

4) Did Russia have hidden motives for joining the League in 1934?

5) If Hitler had not attack Russia, would Russia have joined with Germany during World War II?

At the end of the discussion the host will tell about next week's program and his guests for the discussion.

Participants

Dr. Bernard Rubin--Boston University.

Richard Pipes--Harvard University. Mr. Pipes is the author of: The Formation of the Soviet Union: Communism and Nationalism, Russian Conservatism: A Bibliography of Russian History, and Russia and the Satellites.

Robert Daniels--Harvard University. Mr. Daniels is a member of the History Department of the Research Center. He has written such works as: A History of Opposition in the Russian Communist Party, The Conscience of the Revolution, and The Soviet Succession: Lenin and Stalin.

Program 5. "Betrayal of Europe"

Content

This program will be a continuation of Russia's foreign policy. It will deal with the period during and following World War II. Major emphasis will be placed on Russia's methods and means of gaining control of Europe.

The meetings of the Big Three at the conferences of Tehran and Yalta are the foundation of Russia's control in Europe. The panel will discuss Russia and Stalin's role in these conferences. They will try to discover where and when the West committed the betrayal of Europe.

Production Approach

The host will open the program and lead into the montage which will set the mood and subject for the viewer. The montage will be a narration based on the Yalta and Tehran conferences. It will be covered by news film and state department film which was shot on the scene of these historical meetings. The montage will be three to four minutes in length.

An informal discussion will follow the opening montage. Dr. Rubin will ask questions similar to the following:

1) What concessions were made at Tehran and why?

2) What happened at Yalta?

3) Was Churchill and Roosevelt fooled by Stalin?

4) Did F.D.R.'s health influence his approach and attitude in these two conferences.

5) If the conference had been different at Yalta how would Europe look today?

At the close of the program Dr. Rubin will tell about next week's guests and program topic.

Participants

Dr. Bernard Rubin--Boston University.

Z.K. Brezezinski--Harvard University. Mr. Brzezinski is a member of the Soviet Politics Department of the center. He has written such works as: The Permanent Purge: Politics in Soviet Totalitarianism, "Poland: A Political Glimpse" in Problems of Communism, "Shift in the Satellites" in New Republic, and "U.S. Foreign Policy in East Central Europe" in Journal of International Affairs.

Albin T. Anderson--Harvard University. Mr. Anderson is also a member of the Soviet Politics Department of the Center. While Mr. Anderson has not written a great number of books, he does contribute articles to many of the leading magazines of our country. He has written two excellent articles for World Politics: "Origins of the Winter War", and "The Soviets and Northern Europe."

Program 6. "Intellectual Conformity"

Content

It is characteristic of the creative people of the world to form their own kind of society. Many times they live in a world of their own making. They establish their own rules of conduct and have their own organizations for enforcing these rules. In the Soviet Union this is not the case. Doctors, lawyers, writers, musicians, and artists are instruments of the government and they are used to control members of the profession. They enjoy less freedom then the worker and the peasant. They are forced to conform to the government's predetermined standards. They must never go against the policy or wishes of the party and government. The recent case of a Soviet writer being forced to refuse his well earned Nobel Prize demonstrates the power and influence the government has over the intellectual population of the Soviet Union.

A young lad who showed great promise as a twentieth century poet had one of his poems published in a questionable magazine. The first lines went like this:

Temporal delirium
Daily existence
Get off one's hands
Coarse labor

Beat the forehead
Friend--mutiny
Volge kind
Chewed sin

The government branded this lad and his work as anti-government propaganda. He was described as a political rebel.

The panel will discuss what kind of a culture this nation will develop in the future if they live only on their past glories and refuse their citizens to be creative with a free mind.

Production Approach

Dr. Rubin will open the program standing in front of the light symbol. He will lead into the "teaser" or montage which he will narrate. The visuals for this program will be composed of stills. Life magazine has run a series of articles on the intellectuals of Russia. There have been excellent examples of photography in these articles. The Soviet Embassy also provided the producer with pictures and articles on their poets, artists, and musicians.

Following the montage, Dr. Rubin will lead a discussion on the topic. He will use questions similar to these:

1) Do the Soviet intellectual live a public life as American artists and musicians do?
2) How much control does the government and party have over the work and lives of these people?
3) What kind of living standard do they enjoy compared to the average Soviet citizen?

4) Is there a change that more academic freedom can be gained for the intellectuals?

5) How do the intellectuals regard the West and in particular the United States?

At the close of the program, Dr. Rubin will give a preview of next week's topic and tell who his guests will be.

Participants

Dr. Bernard Rubin--Boston University.

Robert A. Feldmesser--Harvard University. Mr Feldmesser is a member of the Social Relations Department of the Center. He has written such works as: "The Persistence of Status Advantages in Soviet Russia" in The American Journal of Sociology, "Social Status and Access to Higher Education: A Comparison of the United States and the Soviet Union" in Harvard Educational Review, and Social Mobility in the Soviet Union.

Herbert E. Bowman--Harvard University. Mr. Bowman is an expert on the Russian Intelligentsia. He is presently doing a study on the development of elitism within the intelligentsia tradition of Russia.

Leon I. Twarog--Harvard University. Mr. Twarog is an authority on the Soviet novel. He is also presently engaged in a project which is of concern in our topic of today. He is making an analysis of themes used through the periods of

Russian history and trying to determine where and if these themes are direct transmitters of party ideology.

Program 7. "The Family--A Lost Institution"

Content

In the beginning the Soviet law supported the view that marriage and divorce were private and personal affairs. There were no restrictions on the marriage and thousands of divorces were given to dissatisfied spouses when they merely signed post cards making the request to the marriage bureau.

The Edict of July, 1944, changed all this by providing for the consolidation of the Soviet family. On the surface the change appeared to be toward the Western view of marriage and family; but below the surface there was state control.

The basic thing was the relationship of the mother and child. The mother was paid for her off-springs. Marriage became a matter of public interest and concern. Marriage in Russia is not an institution--it is a partnership which pays dividends that increase with the progeny.

The panel will discuss the role of the family in Soviet society of today.

Production Approach

Dr. Rubin will introduce the topic for the program by narrating an opening "teaser" on the Soviet family. The Embassy gave the producer a large supply of photos and visual

materials on the Soviet family of today. Segments of The U.S. and USSR--An Economic Overview and Russian Life Today--Soviet Union will be used to show the contrast between the image that is and the image which the Soviet Union presents.

Following the opening montage Dr. Rubin will lead the guests in a discussion of the Soviet family. He will ask questions similar to the following:

1) How does one get married in Russia today?
2) What is the various or average age when a Russian gets married?
3) What controls does the government place on marriage.
4) What is the average size family?
5) What control does the government have over the raising of the children?

Dr. Rubin will give a brief description of the program for next week and he will tell who his guests will be for the discussion.

Participants

Dr. Bernard Rubin--Boston University.

Mark G. Field--Harvard University. Mr. Field is a member of the Social Relations Department of the Center. He has written a great deal on life in the Soviet Union. Some of his works are: "The Soviet School: Propaganda and Reality" in Problems of Communism, "The Re-Legalization of

Abortion in Soviet Russia" in New England Journal of Medicine, "Social Services for the Family in the Soviet Union" in Marriage and Family Living, and Doctor and Patient in Soviet Russia.

Kent H. Geiger--Harvard University. Mr. Geiger is also a member of the Social Relations Department of the Center, and he has written such works as: "Soviet Society Today" in Current History, "Deprivation and Solidarity in the Soviet Urban Family" in American Sociological Review, and "The Family in the USSR" in Marriage and Family Living, and The Urban Family and the Soviet System.

Raymond Bauer--Harvard University. Mr. Bauer is a member of the Social Relations Department of the Center. He has written such fine works on many phases of the Soviet Union, but on our topic for this program he has done: How the Soviet Systeme Works: Cultural, Pyschological, and Social Themes, and The Soviet Citizen: Daily Life in a Totalitarian Society.

Program 8. "Work, Work, Work!"

Content

The laborer in Russia believes that he is a part of a fairly well organized industry. He does not get the high wages that his Western counterpart enjoys, but he is better satisfied then his farm worker friends.

Both labor and management are induced to work at high levels of effort through systems of rewards and penalties, and through ideology and force. Ivan will work hard because of the prestige factors and other social rewards. If he desires higher wages he must turn out more work or educate himself so he can qualify for a higher salary position.

The trade unions are not institutions for the workers. They are organs of the government for the control of the worker. There is no collective bargaining in Russia.

The panel will discuss the Soviet labor force and how it differs from the collective farm work force.

Production Approach

Again the method of contrast will be used to introduce the program. The host will narrate a short montage on the labor situation in Russia today. The Labor Federation of USSR supplied the producer with the Soviet point of view on labor and gave her photographs of the labor force. There

are several film clips which can be worked into the opening of the program. Examples of such films are: The U.S. and USSR, Russian Life Today, and Russia.

Following the introduction the host will lead the guests in a discussion of the role of the labor forces in the Soviet society of today and tomorrow. Questions which Dr. Rubin may ask are:

1) Which is the more desirable place to work--farm or factory?
2) What kind of wages do the farm and factory worker make?
3) What is the role of the labor union in Russia?
4) How does the government and party control the union?
5) Is the laboring man really convinced that his living standards will someday be as high as the American standards?

Dr. Rubin will tell about next week's program at the close of the discussion. He will tell who his guests for the discussion will be.

Participants

Dr. Bernard Rubin--Boston University.

Jerzy G. Gliksman--Harvard University. Mr. Gliksman is a member of the Social Relations Department of the Center.

He has written such works as: Control of Labor in the Soviet System, and "Terror as Prophylaxis" in Totalitarianism.

Joseph S. Berliner--Harvard University. Mr. Berliner is a member of the Social Relations Department of the Center. He has given us such works as: Factory and Manager in the USSR, and "The Informal Organization of the Soviet Firm" in The Quarterly Journal of Economics.

Timothy Sosnovy--Harvard University. Mr. Sosnovy is also a member of the Social Relations Department. He has written works like: The Development of Urban Centers in Soviet Russia, and "Housing in the Workers' State" in Problems of Communism.

Program 9. "Ruble vs. Dollar"

Content

Forty-three years of communist economics have hardly produced a good economy for the average man and woman in the Soviet Union. The living standard of Russia might be envied by the native in the Congo or the hungry Asian, but almost any American would think he was living in poverty. Consumerism is one of the great weaknesses within the Soviet Union today. The average family in Russia has little to show for its hard work for the state. But the Kremlin policy is to give a little more each year and so to make the public believe that things are getting better.

Let us compare for a minute and see how the Russian money compares to ours. A New Yorker works 3 minutes to earn a pound of sugar--a Muscovite works 64 minutes or 2,100 per cent of the New Yorker's work-time. The New Yorker works 56 minutes for a man's cotton shirt--the Muscovite works 15 hours for the same shirt.

One of the real headaches for the Russian consumer is the line frustration. He must stand in line to choose, then in line to pay and then in line to obtain his purchase. He usually has little choice. Due to the lack of refrigeration the Soviet housewife must shop for food every day and stand in the same endless lines.

There is little in the way of advertising in the Soviet press about goods. The Soviet consumer either gets his information about items he wants by word of mouth or he does his own leg work in looking over the items for sale.

The panel will examine the Soviet consumer's pocketbook and see how it compares to the American standards.

Production Approach

The program will open with an introduction in the form of a montage. Dr. Rubin will narrate this three or four minute segment. It will set the mood and topic for the discussion which follows. The montage will be on the consumer and a great deal of the visual elements will come from the USSR Embassy. They have a great many photos and films on the average Soviet citizen and the big department stores in Moscow. The producer will tape a short interview with one of the Russian students at Harvard. The student will compare the prices in Russia with the prices in America.

Following the opening, Dr. Rubin will lead his guests in a discussion on the topic. He may ask questions like the following:

1) What is the base weekly wage of the average Russian?
2) How much of this wage can the Russian expect to save?

3) How do the prices in Russian goods compare to the American prices?

4) Does the shortage of consumer goods influence the style and fashions in Russia?

5) Are the people really satisfied with the government's statements on the reasons for few consumers goods? Can the average Soviet citizen do anything to change this situation?

Following the discussion Dr. Rubin will tell about his guests for next week and give a brief preview of the topic.

Participants

Dr. Bernard Rubin--Boston University.

Alexander Gerschenkron--Harvard University. Mr. Gerschenkron is chairman of the Economy of Russia Department of the Center. He has written a great many works on the economy of Russia and he is considered an expert in the field. Some of his works are: "An analysis of Soviet Agriculture" in Journal of Economic History, "An Economic History of Russia" in Journal of Economic History, "Reliability of Soviet Industrial and National Income Statistics" in The American Statistician, and "Russia's Trade in the Postwar Years" in The Annals of the American Academy of Political and Social Science.

Franklyn D. Holzman--Harvard University. Mr. Holzman is also a member of the Economy Department. Like Mr. Gerschenkron, he has written a great deal on this subject and has done work for the United States government. Some of his works are: Soviet Taxation: The Fiscal and Monetary Problems of a Planned Economy, "The Burden of Soviet Taxation" in The American Economic Review, "Commodity and Income Taxation in the Soviet Union" in Journal of Political Economy, and "The Soviet Budget, 1928-1952" in National Tax Journal.

Program 10. "Little Red Army and the Rebel"

Content

Most Americans think of the Russian youth as being regimented. The majority of them are. They go to the primary, secondary, and military schools. They then enter into the profession that the government thinks is best and for which they have been trained.

But there is a new element appearing in the younger generation of the Soviet citizens. The young man goes to the universities, if he can get in, and he thinks. This same youth refuses to work for the government. He lives off his parents or participates in the black market for American money. The government does not want to admit his existence, but they criticize him with funny cartoons and call him names like: idler, parasite, loafer. There seems to be no effect on this non-conformist because he is proud of these names.

The discussion will be on this counterpart of the American beatnik--the rebel in the little red army of Russia.

Production Approach

The program will open with an introduction of the topic. The method will be the montage with the host narrating the three or four minute script. Once again the producer will use the contrast method. We will show the two images of Soviet

youth. This will be done by using film which has been supplied free by the CBS news department. The film clips show the Soviet schools and the military quality of the Soviet system. The other image will be shown by using satirical cartoons of the rebel and the Soviet beatnik which appear in the Soviet magazines.

Following this opening Dr. Rubin will talk with his guest on the problems of Soviet youth today and tomorrow. Some of the questions which he might ask are:

1) How do you explain this mood of rebellion?
2) How do the rebels show themselves?
3) What is the government trying in order to crush this movement?
4) Could this movement influence or effect other elements of Soviet society?
5) Can we justly compare the rebel to the beatnik?

Following the informal conversation, Dr. Rubin will tell about next week's program and tell who his guests will be.

Participants

Dr. Bernard Rubin--Boston University.

Dr. Allen Kassof--Harvard University. Mr. Kassof is on special assignment at the Center to study the social relations within the Soviet youth. While he has only been at

the Center for a short time, he has written articles and is working on a forth coming book. Some of his works are: "The Prejudiced Personality: A Cross-Cultural Test" in Social Problems, "Youth vs. the Regime" in Socialist Commentary, "La Jeunesse de l(USSR" in Le Contrat Social, "Youth vs. the Regime: Conflict in Values" in Problems of Communism, and his forthcoming book Youth Organizations of the USSR.

Program 11. "The Wall and Its Strength"

Content

Since the end of World War II the free world has been trying to get messages through the Iron Curtain. We have tried to inform the Soviet citizens that we do not want war, that we desire peace; but our efforts are in many cases very fruitless and the message never reaches its intented audience.

We have tried to reach these people of Europe and Russia by Voice of America and Radio Free Europe. The Russians were slow to develop radio; but once we demonstrated its potential, they have used it continuously. Radio Moscow and its sub-stations are sending out propaganda and information every hour of every day. In America the mass media is free of government interference. In Russia the mass media is the strong propaganda force of the state. It is used to spread the ideas, laws, and latest policy of the government. In American press and radio-TV the public opinion is followed in order to insure an audience. In Russia the public opinion has a unique role.

The discussion will be on the role of communications in Russia and how the strength of the communist wall is increased by the use of the mass media.

Production Approach

The usual montage opening will be used to set the mood and the topic for discussion. Since the producer was able to obtain materials from Radio Moscow, they will be used for the opening segment. The program will open cold on a photo of Radio Moscow's big tower and the producer will tape a Radio Moscow program for a "teaser." Dr. Rubin will narrate the remaining part of the opening script. It will concentrate on the radio messages and propaganda issued to the countries outside the Iron Curtain.

Following the opening introduction, Dr. Rubin will discuss the topic with Dr. Alex Inkeles. Some of the questions which Dr. Rubin may use are:

1) How does the Soviet propaganda compare to the efforts of the free world?
2) Where are the Soviet transmitters located and how powerful are they?
3) Do the people really believe the messages of either side?
4) What influence has the radio propaganda had on these people--give examples?
5) What is the best method to use in combating the efforts of the Soviet Union?

Following the discussion Dr. Rubin will tell what his topic for next week will be.

Participants

Dr. Bernard Rubin--Boston University.

Dr. Alex Inkeles--Harvard University. Dr. Inkeles is project director of the Studies in Social Relations at the Center. His understanding of Soviet communications is unquestioned in the field. He has written widely on the topic of the Soviet Union, and some of his major works have been on communications. He has written such works as: Public Opinion in Soviet Russia: A Study in Mass Persuasion, "Communist Propaganda and Counter-Propaganda" in The World Influence of Communism, "The Content Analysis of 'Official' Soviet Reactions to the Voice of America" in Public Opinion Quarterly, "Domestic Broadcasting in the USSR" in Communications Research, "The Russians Don't Hear" in Atlantic Monthly, "The Soviet Attack on the Voice of America: A Study of Propaganda Warfare" in The American Slavic and East European Review, and "The Soviet Characterization of the Voice of America" in Columbia Journal of International Affairs.

Program 12. "Russia's Big Threat--China"

Content

Russia has enjoyed the situation of having Europe all to herself. But in Asia this is not the case. There she must compete with the efforts of Red China. To many people the relationship of China to Russia is like a big Poland to Russia. But is this the real case? Can the Chinese Dragon and the Soviet Bear exist beside each other? Are the drives and future motives the same for these two powers or are they in direct opposition? These are just a few of the questions which the West should be considering when they think of Asia and the effort of communism to win over this large part of the world.

At one time the government of Red China was nothing but a mouth piece for the government in Moscow--but today there appears to be conflict and disagreement. The efforts of Russia to carry on a hidden war of aggression are sometimes complicated by the outright aggression of Red China.

Communist China could stop the Soviet Union in its tracks; just as it could stop the Western nations. Since this relationship of Red China and Russia is such an important one, the panel will try to determine if China is a threat to Russia and her world communistic efforts.

Production Approach

The introduction for this program will be to show the differences in the methods of the Russian and Chinese aggression. Film clips of the wars in Viet Nam and Laos will help to demonstrate this point. The films can be obtained from the National Educational Television film service for a slight fee. Dr. Rubin will narrate this opening montage.

Following this opening Dr. Rubin will lead his guests in an informal discussion of the efforts of Russia in Asia and whether these efforts are being complicated by a threat from Red China.

1) What was the relationship of China and Russia after World War II?
2) What things have influenced the independent movement in China?
3) How much control does Russia have over the actions of Red China in Asia?
4) Can China compete with Russia on an economic basis?
5) If the Dragon and the Bear can not exist beside each other, what will be the outcome?

Following the discussion Dr. Rubin will tell about the program for next week and tell who his guests will be.

Participants

Dr. Bernard Rubin--Boston University.

Conrad Brandt--Harvard University. Mr. Brandt is an authority on China. He is a member of the History Department. Some of his works are: A Documentary History of Chinese Communism, Communist Failure in China, and "China's Mao--Neither Tito nor Puppet" in The Progressive.

Alexander Eckstein--Harvard University. Mr. Eckstein is a member of the Economy of Russia Department of the Center. He has made the study of Chinese economy his special assignment. Some of his works are: Communist China's National Product in 1952, "Sino-Soviet Economic Relations" in Moscow-Peking Axis, "Conditions and Prospects for Economic Growth in Communist China" in World Politics, Mainland China's Agricultural Product in 1952, and "Review Article(Yuan-li Wu, An Economic Survey of Communist China)" in Explorations in Entrepreneurial History.

Program 13. "Cold or Hot--War or Peace"

Content

Today we find the struggle for control of the new and neutral nations reaching a boiling point. In 1947, Stalin promised that Russia would not go much further then the European countries she took after World War II. The question we ask today is--how far is much further? We have followed the birth, growth, spread, and now it appears that we are witnessing the domination of the world by the communist philosophy and political system. Can the free world stop the communist monster from destroying Western Civilization?

The panel will determine this question and try to predict the future in this the last of the series on "Birth and Life of an Ism."

Production Approach

If it could be arranged with the stations involved, this program would be an hour instead of a half hour. The reason for this is simple. The guests are the best authorities on Russia and the program is the final presentation in the series. The host will try to summarize the series and he will ask the guests to predict the future of communism.

The opening will be the usual montage with Dr. Rubin making the three or four minute narration. Film and photos will be used to depict the courage of the nations involved in

the cold war conflicts of East and West. The film has been supplied by the CBS new department and it is short clips on Cuba, Viet Nam and Laos. Additional film can be obtained from the National Educational Television service.

Dr. Rubin will lead an informal discussion on the future of the cold war and the spread of communism.

1) Which areas of the world are the hot spots?
2) Why does it appears that the communist efforts are more successful than the efforts of the United States?
3) Is the influence of Castro and Cuba going to swing Latin Americans to the side of the communists?
4) What can the U.S. do to stop Castro?
5) Can the United Nations help to hold Russia and the spread of communism in check? What can it do which will have any effect on this aggression?

Participants

Dr. Bernard Rubin--Boston University.

Benjamin Schwartz--Harvard University. Mr. Schwartz is a member of the History Department of the Center. He is regarded as one of the top authorities on the activities of Red China in Asia and the development of China's form of communism. His works are: Chinese Communism and the Rise

of Mao, The Intellectual History of China in the Twentieth Century, "China and the Soviet Theory of People's Democracy" in Problems of Communism, "Marx and Lenin in China" in Far Eastern Survey, and "A Marxist Controversy in China" in The Far Eastern Quarterly.

Arthur Mendel--Harvard University. Mr. Mendel is a member of the History Department of the Center. He is very well known as an expert on Russian History. Some of his works are: The First Opponents of Leninism, "Legal Populism and its Economic Blueprints" in Russian Thought and Politics, and "N.K. Mikhailovsky and his Criticism of Russian Marxism" in The American Slavic and East European Review.

Merle Fainsod--Harvard University. Mr. Fainsod is project director of the Soviet Adminstration and Politics Department of the Center. He has a broad knowledge of Russia and has written many works. Some of them are: How Russia is Ruled, Soviet Rule in Smolensk, "Changes of the Structure of Soviet Power", "Controls and Tensions in the Soviet System" in the American Political Science Review, "From 1953 to the Present" in New Republic, "The Komsomols--A Study of Youth Under Dictatorship" in The American Political Science Review, and "The Communist Party Since Stalin" in The Annals of the American Academy of Political and Social Science.

Abram Bergson--Harvard University. Mr. Bergson is the new project director of the Economy of Russia Department of the Center. Mr. Bergson's major contribution to the field of Russian studies is his book, The Real National Income of the USSR, 1928-1955. The project is being prepared for the RAND Corporation of Santa Monica, California.

PRODUCTION

The production procedure for the three documentary programs will entail only the open and close in the standard set.

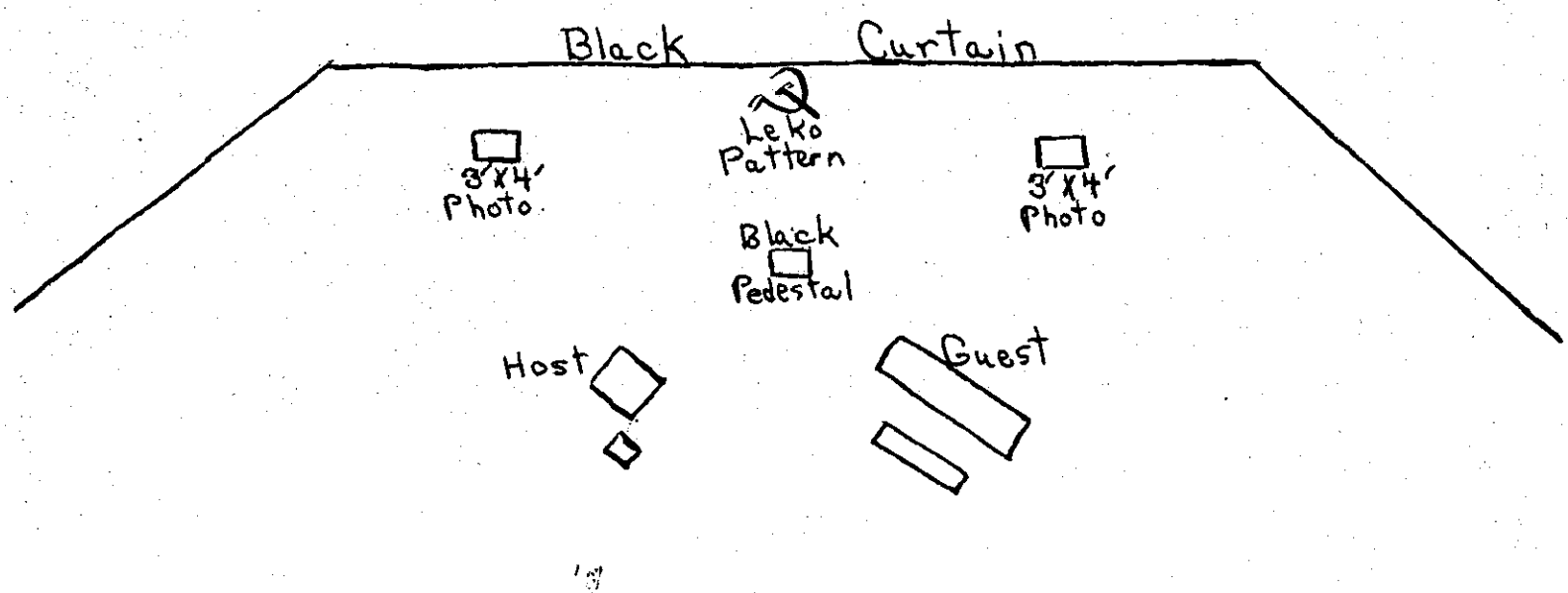
The standard set is as follows: 1) black flats and curtains for a limbo effect, 2) blown-up photos(3'x 4')which change each week to match the topic and they are suspended by wire against the black, 3) the communist symbol reflected on the black by means of a pattern cut out of foil and placed in a leko lamp, 4) a black pedestal with a model of the symbol mounted on the top.

The open will be a close up shot of the light pattern. The camera will do a slow dolly out and reveal the small symbol on the pedestal. The host will walk in beside the pedestal and begin the opening of the montage.

The close will be the host in the same position. He gives the preview which is handled with film and stills. The camera then dollys into the small symbol and the closing credits are supered as the pedestal is rotated.

The discussion programs will have the standard open and close. The host and guests will be seated in front of the standard set. They will be in modern chairs with small tables between them.

FLOOR PLAN


Black Curtain
Leko Pattern
3'X4' Photo
3'X4' Photo
Black Pedestal
Host
Guest

Films

The U.S . and USSR--An Economic Overview

(Filmstrip, 40 frames, black and white, 35 m.m.) Current Affairs Film, N.Y., 1959.

It shows the differences between the various aspects of life in the U.S. and Russia. It discusses the standards of living, labor, management, economy, production, and education. It describes the economic potential of the two nations.

Schools and Pioneer Activities in the Soviet Union

(Filmstrip, 54 frames, color, 35 m.m.) Society for Visual Education, Inc., Chicago, Illinois, 1959.

It describes the education facilities and activities from kindergarten through the university in the Soviet Union. It shows planned out-of-school activities in a Pioneer camp near Moscow and in a Pioneer palace in Leningrad. It is part of a series on life in the Soviet Union.

The Lifetime of the Soviet Man

(Motion picture, 29 minutes with sound, black and white, 16 m.m.) NET Film Services, 1955.

It presents a condensed version of Russian History since the eve of World War I through the eyes of the average Ivan who has lived through this period. It illustrates each period of Russian History with Russian periodicals and pic-

tures. It is part of a series on life in Russia.

Russian Life Today--Inside the Soviet Union

(Motion picture, 20 minutes with sound, color, 16 m.m.) Bailey Films, Inc., Hollywood, California, 1958.

This is a study of Russian people in cities and rural communities, showing them at work, at home, and on their annual holidays. It shows stores, markets, schools, transportation facilities, public buildings, and scenes taken inside homes and hospitals. It shows the farming communities, village markets, and the large cities.

How Strong Is Russia?

(Filmstrip, 57 frames, black and white, 35 m.m.) N.Y. Times, Office of Education Activities, 1951.

It outlines the size of Russia, describing its characteristics, inhabitants and resources. It sketches Stalin's rule against a background of Russian History. It describes the economic system and its effect on the people.

How Strong Is Russia Now?

(Filmstrip, 56 frames, black and white, 35 m.m.) N.Y.Times, 1959.

This film analyzes Russian activities and the situation in Russia today. It describes known weaknesses in the

way of reactions of the Russian people to both their own and foreign achievements.

The Wounded Bear Theory With Daniel L. Schorr

(Motion picture, 40 minutes with sound, black and white, 16 m.m.) U.S. Office of Education, Washington D.C., 1957.

This film contains material which answers questions on Soviet policy in the Far East, Middle East, Hungary, and other satellities.

Russia

(Motion picture, 8 minutes, black and white, 16 m.m.) Filmsets, Inc., American Film Registry, 1942.

This is a survey of Russia and depicts how the people live and emphasizes the natural resources and the agriculture of the country.

The Iron Curtain

(Motion picture, 19 minutes with sound, black and white, 35 m.m.) RKO-Pathe, 1954.

This film tells the story of a mailman in a Canadian town and his experiences added to those of othe: have escaped from behind the Iron Curtain.

The Shadow of the Kremlin

(Filmstrip, 56 frames, black and white, 35 m.m.) N.Y.Times, 1954.

It traces the centuries of conquest by the Russians from the time of Ivan the III to the successes of Lenin, Stalin, and Malenkov. It describes the power of the men in the Kremlin.

Authorities and Contributors

Harvard Russian Research Center

USSR Embassy

United States Information Agency

Russian Press Department

Radio Moscow

PROMOTION

This series could be handled by either a commercial or an educational station. It can definitely be termed a public service program. The first step the producer would take in promoting the series would be to make contacts with the program director or the general manager of each station she was interested in. The producer feels that a personal meeting is best if it can be arranged. She would discuss the series theme and give an outline of the program. She would offer a video tape recording or a kinescope(if no VTR machine). This would be a sample of the program quality and theme.

Since one of her major selling points is the expert quality of the talent from the Harvard Russian Research Center, she feels that the shows would have to be taped or kined in the Boston area. This process is easier and it is becoming the accepted practice. In this way tapes and kines could be sent to several stations at one time. The producer would contact a local station in this area to make the originals and the necessary copies, and then send out the ordered tapes to the stations.

As producer, she would supply information on the series as a whole and each individual program. This would be done by means of a pamphlet which would be sent to each station carrying the programs. The pamphlet would contain

information and promotional material for each program. This material could be cut or lengthen to meet the needs and requirements of the individual stations. Also in the pamphlet would be car and bus card designs for promotions. They will carry the program symbol and title (Title page).

Ten Second Spot

Video	Audio
Slide: "Birth and Life of an Ism"	Announcer: To understand and combat communism, Americans must know the facts. Don't miss the premier of "Birth and Life of an Ism" beginning Sunday, June 4th, 9:30 A.M. on WBZ-TV, channel four, Boston.

Twenty Second Spot

Video	Audio
Slide: "Intellectual Conformity"	Announcer: Temporal delirium Daily existence Get off one's hands Coarse labor Beat the forehead Friend--mutiny Volge kind Chewed sin These words came from a young poet in Moscow. Learn why the poem was branded a hostile act against the state. Watch "Intellectual Conformity"--another of the programs on "Birth and Life of an Ism". Sunday at 9:30 A.M. on WBZ-TV, channel four, Boston.

One Minute Spot

Video	Audio
Slide: Boy	Announcer: Meet Oleg--they call him a petty materialist in Moscow. He loves American jazz and clothes.
Slide: Cartoon	The Soviet press criticizes him with cartoon. They call him an idler, a parasite, a loafer.
Slide: Boy	He buys traveller's checks from tourists and sells them to a middle man on the black market for profit. No doubt he will be caught at it because he is under surveillance. What is happening in Russia to cause this rebel--this non-conformist? What has gone wrong in the Soviet program?

Slide: "Birth and Life of an Ism"

Be sure to watch "Little Red Army and the Rebel" on Sunday at 9:30 A.M., when WBZ-TV, channel four, presents another in the series "Birth and Life of an Ism."

Promotional press release for local newspapers

Announcing New Series

WBZ-TV is proud to announce a new public affairs series which will begin Sunday, June 4th, at 9:30 A.M.

It is our opinion that there is a need for factual and important information on the major threat to the free world--the cold war enemy, communism. The thirteen week series will trace Soviet communism from Lenin to Stalin to Khrushchev. A number of the programs will deal with the Soviet citizens of today. Such areas as the Soviet youth, the intellectuals, the consumer, and the family will be discussed by men of the Harvard Research Center.

The Communist Party looks to the future through their youth. They therefore train and educate the younger generation with careful supervision. But it appears that something has or is going wrong. A new element in Soviet youth is raising its head. They call it the idler or parasite--we call it beatnik. The first program of the series will be "Little Red Army and the Rebel." This program will be devoted to the Soviet youth of today and tomorrow.

WBZ is presenting this series as a public service. It is designed to throw light on the past, present, and future big threat to the free world. Make a point to watch "Birth and Life of an Ism", Sunday, June 4th, 9:30 A.M. channel four.

Promotional letter to professors and teachers of history, government and humanities of Russia.

Attention Educators,

WBZ-TV takes great pleasure in announcing a forthcoming series called "Birth and Life of an Ism." If the free world is to survive, the facts must be known about the opposing force--communism. It is hoped that this series will aid in the enlightenment of the American people.

We believe that this series can be of great value to students and educators in the fields of Russian History, philosophy, and culture. The topics selected range from the rise of Stalin to the present beatnik generation in the Soviet youth. The material presented will be factual and to the point--a capsule form lecture for you and your students.

If you desire further information or material on the series, we will be happy to send it to you. Just write to:

WBZ-TV
Soldiers' Field Road
Boston, Mass.

We hope that you will be with us when the series premiers on Sunday, June 4th, at 9:30 A.M., channel four, Boston.

Kindest regards,

Nance Willis
Producer

Promotional press release to high school and college papers.

TV SPECIAL

What kind of life would you be living if you were a Soviet youth? The communists realize that the future of Russia lies in its youth; just as the United States of tomorrow will be governed by you students of today. You have read and heard about the Russian educational system, the military training and the selected professions for the youth. But there is a segment of the Soviet youth which you have not met.

On Sunday, June 4th, at 9:30 A.M., WBZ-TV will present a program on Soviet youth. Learn about the counterpart to the American beatnik. Discover why Russian youth refuses to work and conform to the party rules.

Don't miss the "Little Red Army and the Rebel"--Sunday, at 9:30 A.M., channel four in Boston.

ANALYSIS

The author feels very certain about the value of such a series as this one. The programs we see on television today entertain us; but they do not always enlighten us and help us to develop. To her this is a weakness in American television. This series would not be limited to an educational station. We are beginning to see more of this type of programming on the commercial stations and there is room for much more of it.

The strongest element in the series is its subject material. Communism and Russia are common table talk material today. This series would therefore add to the information and knowledge of average Mr. and Mrs. America. At the same time, the subject material is the weakness in the series. It is very difficult to select only thirteen program topics from such a wide field of information.

The series might have been improved had the author selected a sample of smaller or more limited period in Russian History. The reason she did not was because she felt that there was a need for background information for certain viewers.

Not every program will appeal to every person. The first section will be enjoyed by the student and the historian. The Soviet citizen segments will be interesting to the

American of the same talent or situation. The labor program will be aimed at the American laborer. The family program will be aimed at the American family. The youth program will be aimed at American youth. The author wants every person to know what his situation would be like if he were living in Russia. Of course these programs will not be limited to these audiences, but will have some appeal to all.

The development of the series took different forms at different times during the year. The author has thrown away twenty or thirty program ideas and titles. This was the frustrating part of the whole project--making a final selection of topics. She has tried to select interesting and unusual topics and at the same time carry out her program series goal of enlightenment. She has omitted many important areas and facts; but this had to be done when developing a thirteen subject series on a such broad area.

The high and exciting points in the process of development came when the author would discover a new source or receive a helpful letter. Probably one of the biggest surprises came from the letter and information she received from the Soviet Press Department and Radio Moscow.

The author's only aim in the series is enlightenment on a serious and dangerous force. If a series of this kind can be helpful to American society and principles, then she will be pleased and satisfied. She will fell that she has

made a contribution to the communications media.

2. SAMPLE PRESENTATION

Storyboard

1

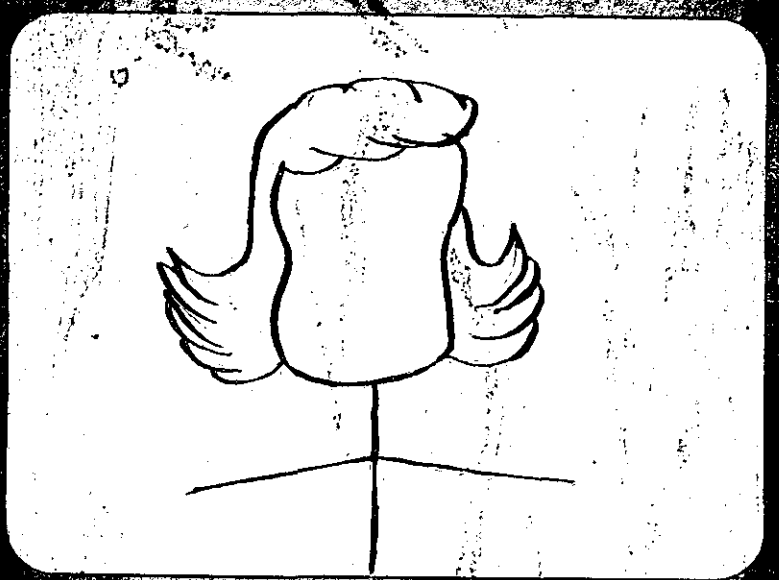
Dimensions

Slide: "Dimensions"

ET: "Dimensions" Theme

page 92

2



Medium shot of Betty Adams

Audio: Adams introduces program as part of a series with Boston University.

page 92

3

Tight shot of symbol and super slides:

1) Title--Little Red Army and the Rebel

2) Host--Dr. Bernard Rubin

3) Guest--Dr. Allen Kassof

Audio: ET: "Enough of Suffering"

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4

Medium shot of guest (Dr. Kassof)

Audio: Dr. Rubin introducing guest.

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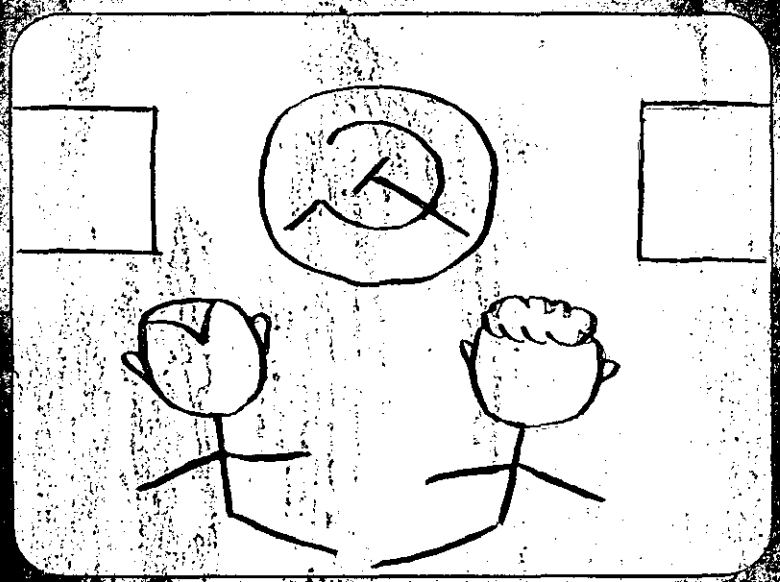
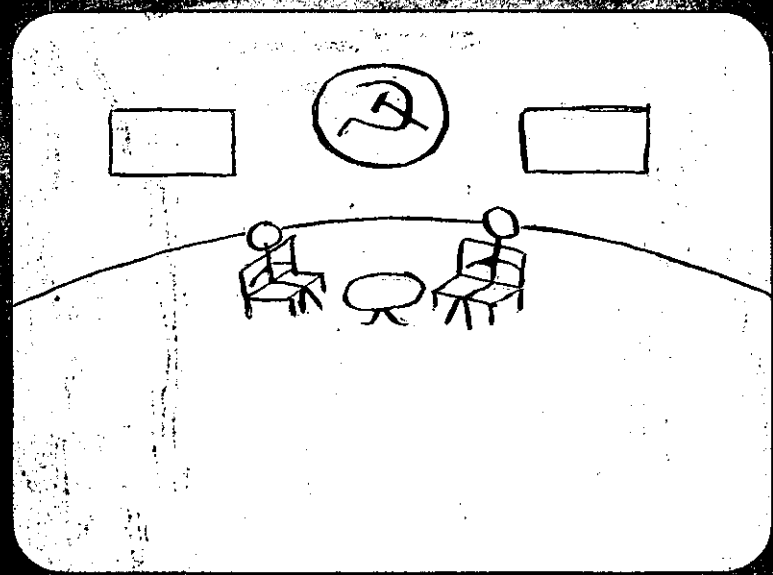
5



Medium two shot

page 96

6

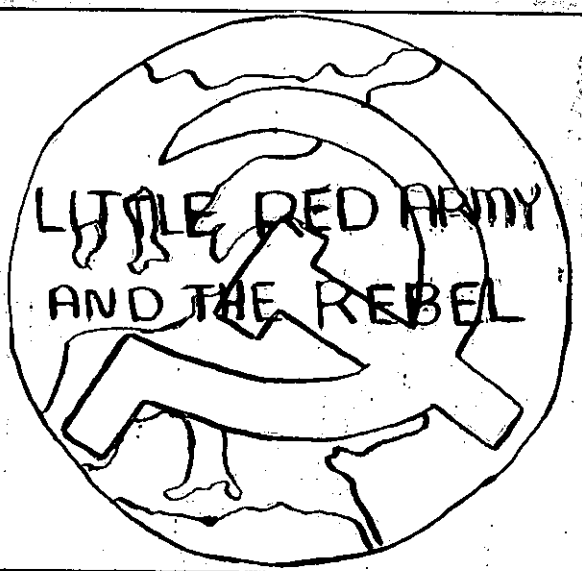


Wide two shot with entire set and ready to dolly in to symbol.

Audio: Rubin's closing.

page 98

7



Tight shot of symbol and super slides:

1) Host--Dr. Bernard Rubin

2) Guest--Dr. Allen Kassof

3) Producer--Nance Willis

4) Title--Little Red Army and the Rebel

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8

Dimensions

Slides:

1) "Dimensions"

2) Director--Tom Haas

ET: "Dimensions" Theme

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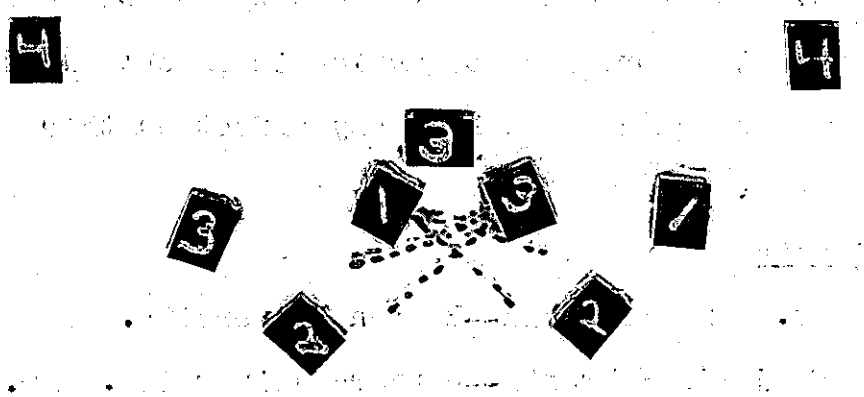
Lighting Plot

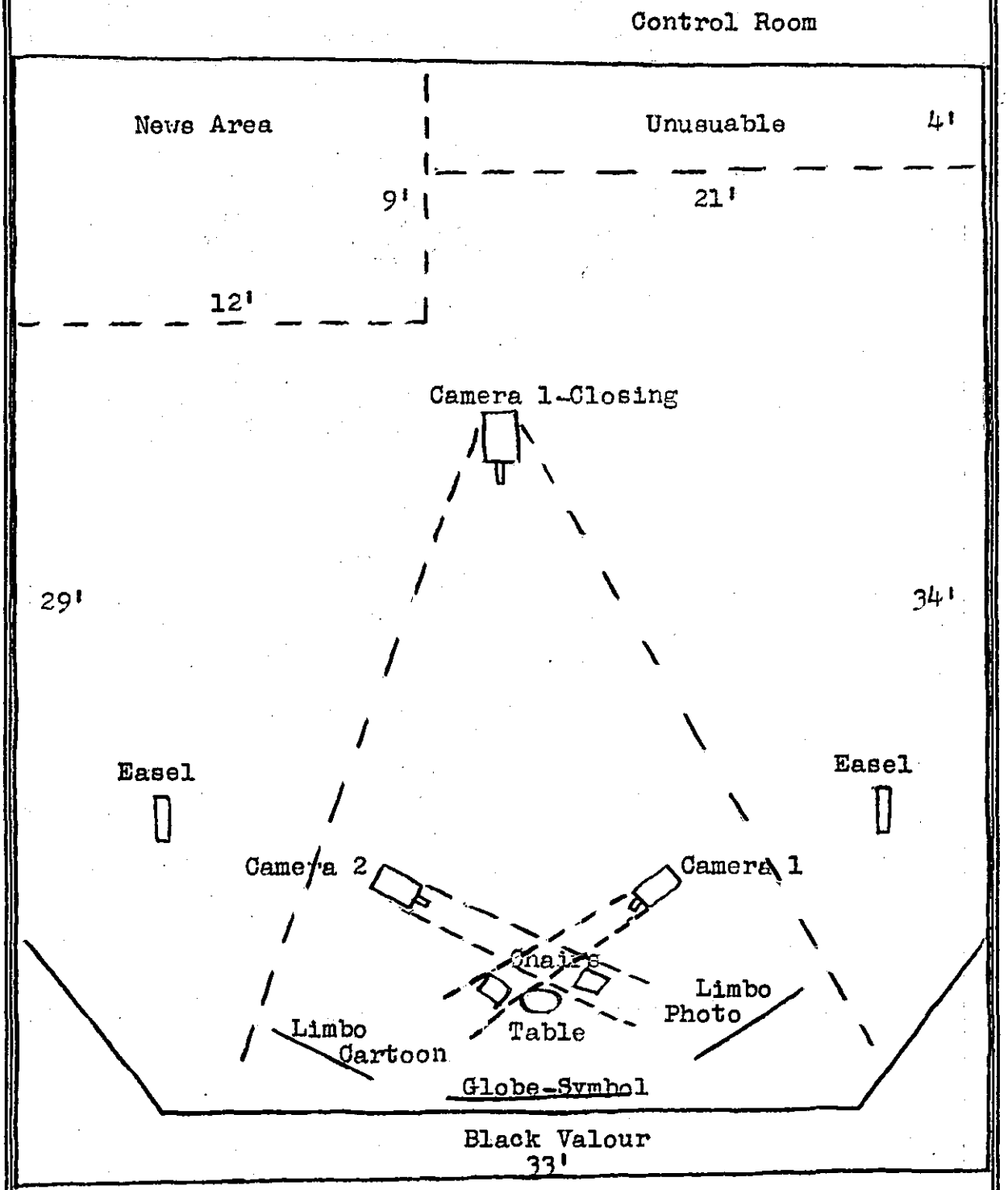
1--key light(2,000 w spotlight)

2--back light(1,000 w spotlight)

3--fill light(Kliegl scoop-scrim)

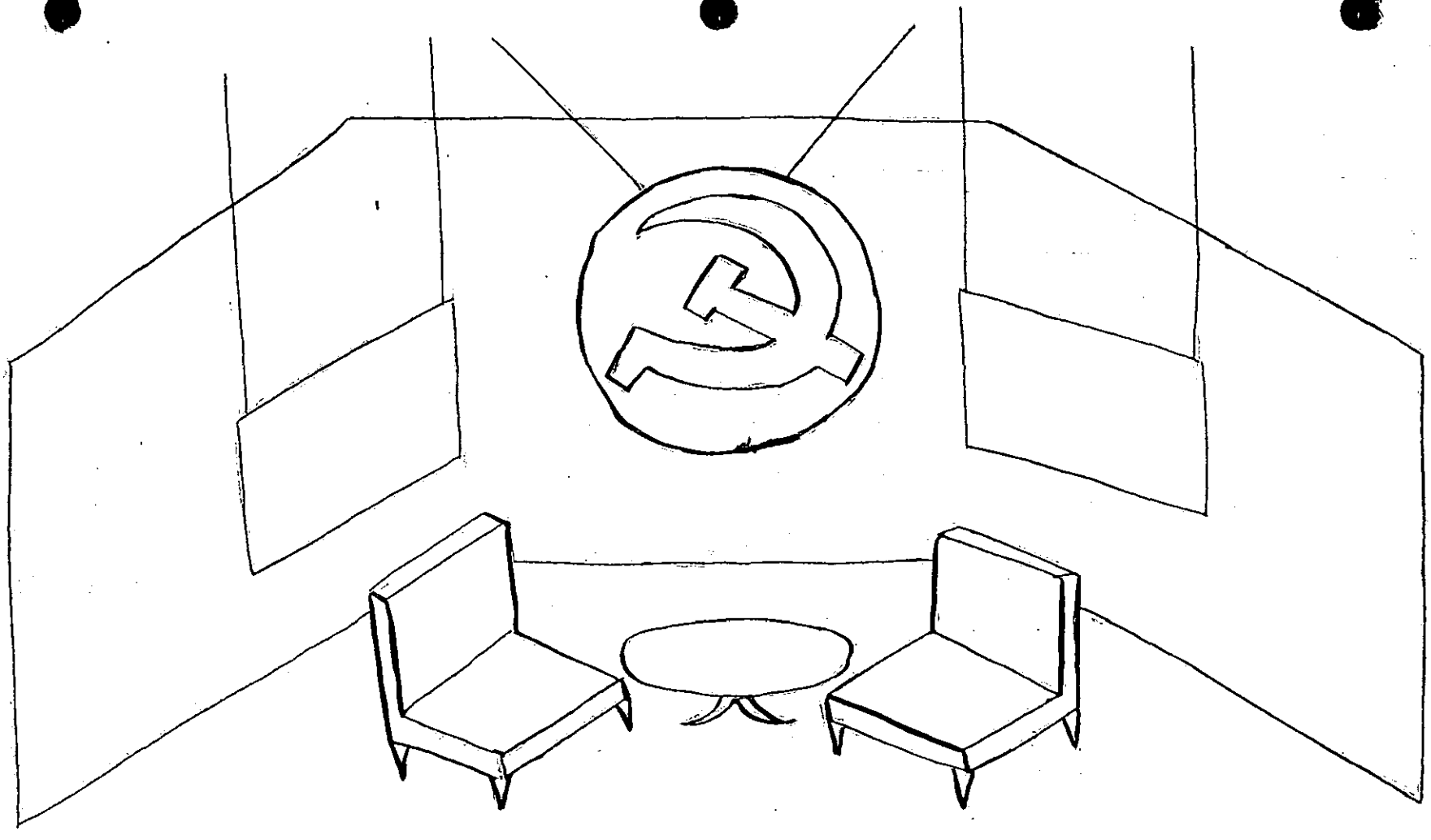
4--150 w flood light





Studio "T" Scale 1"-5'

Floor Plan



SET DESIGN

LIMBO CARTOON
(page 95)

CARTOON ONE
(page 95)

CARTOON TWO
(page 95)

CARTOON THREE
(page 95)

Authorization and clearance of program material.

Music: Monitor Recordings.

1) The Chorus of the Volga. "The Country Musicians" by Derevenskie Muzikanty.

2) Soviet Army Chorus and Band. "Enough of Suffering" by T. Khrennikov.

Visuals:

Soviet magazines and booklets. Since the Soviet Union did not sign the 1951 International Copyright Treaty, it was not necessary to obtain clearance to use the pictures.

Talent:

All participants on the program were associated with one of the universities in the Boston area. Therefore, we needed no talent clearance or fee.

Script

Program...."The Little Red Army and the Rebel"
Time.....29:30
Origin....WBZ-TV, taped May 25th; aired, June 4th.

Producer...Nance Willis
Director...Tom Haas

Video	Audio
Slide: "Dimensions" (1--p. 76)	ET: "Dimensions" Theme
	Booth: (copy added at air time)
Adams: Medium shot (2--p. 77)	Betty Adams:
	WBZ-TV, in cooperation with Boston University's school of Public Relations and Communications, is happy to present the final program in the series produced by students working toward their masters degree. Today's program is produced by Nance Willis and is called the "Little Red Army and the Rebel." Your host will be Dr. Bernard Rubin, professor of governmental affairs and public relations at Boston University.

Video	Audio
Fade to Black	
Full shot of symbol (3--p. 78)	ET: Up "Enough of Suffering" by T. Khrennikov. Soviet Army Band and Chorus. Monitor recording.
Super Slides: 1) Title--"Little Red Army and the Rebel" 2) Host--Dr. Bernard Rubin 3) Guest--Dr. Allen Kassof	
Scenic display photo on left. (Soviet Classroom)	ET: Cross fade "The Country Musicians" by Derevenskie Muzikanty. The Chorus of the Volga. Fade ET under: Dr. Rubin: (voice over ET) These are tomorrow's Soviet citizens. These youngsters will be the future teachers, engineers, workers, clerks, lawyers, and artists of the Soviet Union. But some of them will be juvenile delinquents and rebels. The
Film 16 m.m. (30 seconds) (Soviet schools and children)	

Video	Audio
	same system that launched the first sputnik and the first spaceman also is producing young nonconformists.
Photo: (pad photo to cover film) Soviet Classroom.	In recent years, we in the West have heard a great deal about the Soviet educational system and its successes....less however, has been heard about its failures.
Slide: 1-A (Soviet military youth)	Youth is a period of life that is traditionally free, and in Russia, youth asserts its freedoms too, sometimes extending beyond the limits set by the Soviet system.
Slide: 2-B (Soviet military youth)	The Soviet society, like other societies today, is troubled by a serious youth problem, one which worries the

Video	Audio
	Soviet government and communist party.
Studio: Scenic display cartoon on right. (cartoon of parasite)	
Start middle figure and dolly out full.	The nonconformist or rebel takes many forms....
Cartoon 1: (loafer)	
Start full and dolly in the center figure.	In this satirical drawing from a Soviet political humor magazine, the guest of honor is being toasted on the occassion of his tenth year of avoiding work.
Cartoon 2: (drunkard)	
Start left and pan right.	Others are accused of being too interested in having a good time or drinking too much....
Cartoon 3: (idler)	
Start bottom and tilt up.	And some may imitate what the government claims are the decadent moods and styles of the West.

Video	Audio
Medium shot of guest (4--p. 79)	Dr. Allen Kassof, of the Harvard Russian Research Center, has made Soviet youth a subject of special study.
Medium two shot (5--p. 80)	I've asked him to give us the benefit of his knowledge to investigate and discuss some of the various aspects of Soviet youth problems.
Discussion proceeds from this point.	Dr. Rubin and Dr. Kassof:
Follow discussion with two shots, medium single shots, and close up shots.	1. How do you explain this mood of rebellion? 2. How do the rebels who are present, show themselves? 3. Is it an attempt or manifestation breaking through the Soviet isolationism and trying to reach the West? 4. Where do we find the rebels? Are they in the country?

Video	Audio
	5. What is the government trying in order to crush this movement?
Close up shots of both men	6. You have said that moral is higher in Russian society because they know who the opposition is. You say that the Soviet rebel has a cause and the American rebel is without a cause. Would you explain this a little more in detail.
	7. Could this movement influence or effect other elements of Soviet society?
	8. What is the age of the rebel?
	9. Where are the centers of the rebel movement?
	10. Can we justly compare the rebel to the beatnik?
	11. What is the reaction when the political rebel or regular Soviet youth comes here?

Video	Audio
	12. Can the rebel force the economic change in Soviet Russia's system? Will they help to force better consumer goods?
Wide two shot of entire set. (6--p. 81)	Dr. Rubin: I want to thank you very much for being with us today. You have given us a new and interesting side of life in Soviet Russia today. Thank you again.
Dolly in to symbol	ET: Fade in "Enough of Suffering"
(7--p. 82) Super: Slides: 1) Host--Dr. Bernard Rubin 2) Guest--Dr. Allen Kassof 3) Producer--Nance Willis 4) Title--"Little Red Army and the Rebel"	

Video	Audio
Fade to black	ET: Fade under and out
Slide: "Dimensions"	ET: "Dimensions" Theme
(8--p. 83)	Booth: (Copy added at air time)
Slide: Director-- Tom Haas	

PRODUCTION ANALYSIS

It is probably true that one's ideal and dream never comes up to expectations when it becomes a reality. The content of the program came up to the producer's highest expectations. The sole purpose of the series is to throw light on Soviet life today. The producer sincerely believes that the sample presentation showed that a new and interesting approach to Russia is available. She believes that the "Rebel" program also proved that knowledge and entertainment can be combined in the same program.

Some might say that the presentation was weak because of a lack of visual materials. The producer has a definate philosophy about public affairs programs on television. Sometimes simplicity is the best method of presentation. If the content can carry itself then the addition of visual material does not serve to improve the quality of the program. The producer must admit that she could have filled the discussion with film, pictures, slides, and other graphics; but these would not have improved the program, in her estimation. The subject area has a limited supply of visual materials. The Soviet government does not permit photographers to take pictures of the rebels. The cartoons used in the program, are the only authentic visual materials available.

The producer must admit that there are many changes and differences between the sample program and the outline of the series. Some of the changes she made because she felt that one program by itself should not be treated as a part of a series which the viewer would never see. Most of the changes and differences were a result of the conditions at WBZ-TV. The director assigned to the shows was not overly excited about the series. He was difficult to contact and he showed no great concern over any of the problems of the production. The producer saw the director twice before the taping date, and the meetings were separated by two months time.

As for the staging, the globe and symbol were added because WBZ was unable to give the desire leko pattern on the back wall. The producer found the floor crew friendly, but indifferent about their work. She had heard the complaints about the cameramen, so she cut many of the movements when she found they could not do them. The producer preferred to have a simple presentation over a messy one. The direction of the show was no task. The producer had all the camera shots and visuals arranged. The discussion was simply cutting between the two participants.

The producer was concerned and upset about the lighting of the show. There were many camera shadows during the show. She was told that the station was use to them and that they did not even see them. She DID! As a result she asked

the director not to take some shots when the shadows were too bad.

The technical level of the show was not of the highest quality. The taping had many technical defects in it: 1) bad editing--because of no edit pulses, 2) roll-overs, 3) drop-outs, 4) phasing. Inspite of all these criticisms, the producer must admit that she enjoyed her experience with a commercial station.

The producer was pleased with the performance of the two participants of her program. Dr. Rubin was the perfect host and a great personal aid to the producer. There were many problems with the guest. Without Dr. Rubin's assistance there might not have been a program at all. Dr. Kassof was young and he had never been on television. Therefore, the opening script presented a problem to the author as a producer. Because Dr. Kassof is an authority on the subject area, she felt she should consult him on the opening documentary segment. She had a difficult time in writing a script which he would approve and one which was possible for television presentation. The WBZ director preferred the producer's script over the one edited by Dr. Kassof; but she could not insult her guest. Since Dr. Kassof was performing free for her convinence, she had to consider his feelings and attitudes. A producer who has no money and an air time of 9:30 on Sunday morning, can not use force on the talent. A good producer

knows how and when to push, and when to concede defeat or compromise. It might be profitable for the producer to get another participant if the program were ever done again. Inspite of the stumbling blocks, the producer was pleased with Dr. Kassof's performance and with the program as a whole.

3. FINAL ANALYSIS

The creative project is an excellent program. It gives the communications student the opportunity to put theory into a practice laboratory and creative experiment.

There were many trying moments during the various phases of the project. The first problem was to find a topic which the producer could stand to live with for a year. Since the author has always enjoyed studying Russia, she decided to select something associated or connected with the Soviet Union.

The next phase, that of drawing up the prospectus, was met and mastered without too much difficulty. The third phase--which we believed was the final draft of Part I--was another thing. It took a great deal of time to draw up the program plans and line up talent for each presentation.

The WBZ-TV presentation was a new experience and a frustrating part of the project. The producer had things planned and organized, but there were several factors which made the experience a little trying.

In the first place, the director was impossible to contact and therefore the producer was never sure if the planning would work or if she had overlooked some important element of production.

The second trying episode was the guest. The producer made a mistake of consulting the guest on the opening "teaser" or montage segment. The producer felt that the topic and discussion needed some kind of introduction for the viewer. Since a true and honest picture was the desired and demanded result, the producer asked the guest, Dr. Kassof, to look over the script. As a result, the script was re-written six times.

Perhaps this was good and perhaps not--the script became greatly simplified and much shorter. The final presentation went well and the producer was satisfied with most elements of the production.

As was stated earlier, the creative thesis is an unusual and exciting project. There were many times during the year when students and committee were at odds--but this was the result of the newness and was to be expected. Next year, many of the little barriers will be overcome and the project will move along much smoother.

While there were times when the producer was ready to quit, she is glad that she did not and that she completed the project. It has been a profitable experience.

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