

I can feel the pain and concern contained in the words of the team leader. I think that our veteran has hit the nail on the head. There is no more serious and painful problem in our district, or one that is more deserving of the persistent attention of our trade union workers. We have long spoken with excessive optimism about the achievements of our nationalities policy. We have written (incidentally, quite justifiably) of the renaissance of the small nationalities of the Far North, or the creation of an ethnic intelligentsia. We have produced an impressive increase in the number of university graduates among the children and grandchildren of the illiterate and forgotten inhabitants of the tundra and from its indigenous peoples. But we have not paid attention to the serious shortcomings in this area.

Look, we can say, we have established residential schools for the children of reindeer herdsman in regional centres. The pupils attending them are fully supported by the government. It would seem that these schools provide ideal conditions for a labour-oriented education. But what kind of education are the pupils getting? Frequently, the only reindeer they ever see are in pictures. In a class purporting to deal with reindeer herding, only theory is taught. Can the two month's vacation, which the adolescents spend in the pastures, a form of practical experience, be considered as serious labour education? It is not surprising that our children have not only not mastered the traditional skills, but have also forgotten their native language and have no wish to follow in their father's footsteps. The universal striving for higher education (and our secondary school graduates have preferential treatment in admissions to universities) has made meeting a reindeer herdsman under 40 years