

ACTIVITIES OF THE COMMITTEE FOR CULTURAL RELATIONS WITH THE DIASPORA ARMENIANS IN THE EDUCATIONAL SECTOR

PETROSYAN K.

k_narik@mail.ru

In Soviet Armenia, the activities in the sphere of Homeland-Diaspora relations were coordinated by the Committee for Cultural Relations with Diaspora Armenians – an NGO established in 1964 (hereinafter also referred to as “the Committee for the Diaspora”). The existence of state care also contributed to the vigorous activities of the Committee for the Diaspora. In the Diaspora, besides propagandizing the achievements of the USSR and Soviet Armenia, the Committee also set the objective to foster preservation of the national identity of Diaspora Armenians through the implementation of programs aimed at preserving the Armenian identity, to establish ties and cooperate with the Armenian organizations and compatriotic unions of the Diaspora, to organize the education of Diaspora Armenian children and young people at the secondary and higher educational institutions of the Armenian SSR and their vacation at camps, the visits of delegations, creative groups and ensembles and cultural, scientific, literary figures and artists to Armenian-populated communities for the purpose of carrying out patriotic acts, as well as activities devoted to culture and enlightenment, etc.

Thanks to systematic and consistent efforts, in a short period of time, the Committee for Cultural Relations with Diaspora Armenians became popular in the Diaspora and established active ties with a number of organizations; compatriotic, charitable and cultural unions and associations; schools and clubs; editorial offices of newspapers and magazines and many individual figures. Great attention was especially paid to the programs that were being carried out with the young generation in order to help young Armenians preserve the Armenian identity, become familiar with their Motherland, instill patriotism and form the national mindset. For that purpose, the Committee would send various materials devoted to the life, study, work and lifestyles of young Soviet Armenian boys and girls to youth organizations in the Diaspora. It would also work appropriately with Diaspora

Activities of the Committee for Cultural Relations...

Armenian students studying at the educational institutions of the Republic. They would participate in tours to industrial enterprises, construction sites, collective farms, state farms and cultural centers and would have meetings with scientific and literary figures and artists, as well as with the leaders in manufacturing.

Besides, every year, the Committee would send thousands of copies of fiction books, armenological literature, children's and other types of books, school laboratory equipment, Armenian musical instruments, sports equipment, films, typography letters, recordings, mementos, recorded tapes, the "Hayreniqi Dzayn" (Voice of the Homeland) and "Sovetakan Hayastan" (Soviet Armenia) periodicals of the Committee, as well as journals and newspapers of Armenia and photo albums to numerous cultural and athletic organizations, compatriotic unions, schools, clubs, libraries and public figures based in the Diaspora. Armenian schools in the Diaspora would be provided with the assistance first.

In 1965, there were 365 schools operating in the Diaspora, of which 50 were Sunday schools with 65 thousand learners¹. In the late 1970s, there were already up to 600 Armenian educational institutions operating in the Diaspora (around 350 were daily schools), and there were more than 200,000 pupils². As of 1997, more than 160 daily colleges and Sunday schools were operating in the Diaspora³. Upon graduation, the Armenian children attending those schools would continue their studies at foreign universities. As a result, their bonds with the Armenian community would grow weaker and most of them would become detached from the Armenian community. They would gradually become alienated and assimilated. In addition, the number of mixed marriages was on the rise.

Armenian schools in the Diaspora would operate in difficult conditions. They faced numerous problems, and, as a result many schools would be closed down, and construction of new schools would be suspended. In the 1990s, the plot of Samuel Muradyan College was sold in the French-Armenian community. The school was closed down and sold, and the already launched construction of the school in Issy-les-Moulineaux was terminated⁴.

¹ National Archives of Armenia, fund 875, list 1, case 25, newspapers 13–14 (hereinafter referred to as NAA, f., l., c., n. or nn.).

² Ibid, l. 4, c. 5, n. 2, of the same: c. 6, pages 1–12. **Meliksetyan H.U.**, *Homeland-Diaspora Relations and Repatriation (1920–1980)*, Yerevan, YSU Publishing House, 1985, p. 390.

³ Azg, Yerevan, 7.VI.1997.

⁴ NAA, f. 875, l. 16, c. 46, nn 9–12, Ibid, c. 45, nn. 95–98, 115–118.

In an attempt to promote the preservation of Armenian schools in the Diaspora through implementation of relevant programs, the Committee for Cultural Relations with Diaspora Armenians would send specialists from Armenia to Armenian schools in the Diaspora to teach, would organize training courses for Diaspora Armenian teachers in the homeland and the education of Diaspora Armenian students at higher educational institutions of the Republic, would print textbooks and ABC books in Western Armenian orthography and deliver them free of charge. It would also allocate laboratories for physics, chemistry and natural sciences. In order to instill in Diaspora Armenian children the feeling of patriotism and familiarize them with the Motherland. Every year during summer months the Committee would organize the vacations for Diaspora Armenian schoolchildren at camps in the Republic.

Back in 1962, the Bureau of the Central Committee of the Communist Party of Armenia took a decision to publish textbooks for Armenian schools in the Diaspora. Based on that decision, every year, the Committee would consistently deliver Armenian language, literature and geography textbooks to Armenian schools in the Diaspora. The textbooks were designed for 1st–10th graders.

In the very first year of its establishment, the Committee sent 24 newspapers, journals and magazines, 32,000 books, 17,000 textbooks (all in Western Armenian) for schools, equipment designed for physical and chemical laboratories within schools, 32 copies of Soviet Armenian movies, etc⁵. Ten thousand fiction and children's books by 200 authors, musical notes, photo collections, as well as newspapers, journals and magazines were sent from Armenia to the Armenian schools in the Diaspora between 1964 and 1965 alone⁶. In 1966, the Committee sent 26,745 books, including 7,000 textbooks and 18,745 fiction books, as well as 3,000 CDs⁷.

Between 1964 and 1969, the Committee for the Diaspora sent 18 laboratories, thousands of textbooks, cameras, 100,000 historical, children's fiction books and various other books, films, pianos and other musical instruments, newspapers,

⁵ NAA, f. 1, l. 45, c. 7, nn 19–23.

⁶ **Meliksetyan H.U.**, op. cit., p. 394.

⁷ NAA, f. 875, l. 4, c. 5, nn. 1–13, Ibid, c. 6, nn. 1–12: **Harutyunyan A.**, 50th Anniversary of the Armenian Genocide and the Second Republic, Yerevan, “Noravank” Scientific-Educational Foundation, 2015, p. 85–86.

Activities of the Committee for Cultural Relations...

journals and magazines to the Armenian seminaries in the Diaspora for the purpose of organizing education⁸.

Between 1962 and 1980, the Committee developed and published more than 300,000 textbooks by 12 authors and delivered them to Armenian schools in the Diaspora free of charge⁹.

In the years that followed, the Committee for the Diaspora continued its systematic efforts aimed at providing Armenian schools in the Diaspora with textbooks of Armenia and other necessary supplies. In 1989, the Committee for the Diaspora sent 32 newspapers, journals and magazines to 7,600 addresses of Armenian communities abroad in 35,000 copies a month, as well as fiction books, articles and other literature, of which 5,000 copies of Armenian language and literature textbooks and ABC books have been allocated to Armenian schools in the USA and Europe alone¹⁰.

As of 1989, the Department for the Americas of the Committee was maintaining relations with 3,916 locations, including 96 Armenian schools (46 daily and 50 one-day), 34 editorial offices of newspapers, journals and magazines, 18 Armenian radio and television channels and 350 unions and organizations¹¹.

The Committee for Cultural Relations with Diaspora Armenians was also consistently working on enriching the funds in the libraries of Armenian schools and educational institutions in the Diaspora. Ten thousand copies of fiction books were sent to the library of the American Armenian International College, University of La Verne (USA) in 1989 alone¹².

In 1990–1991, the Delivery Department of the Committee for the Diaspora delivered about 12,000 copies of 30 newspapers and magazines in total print run to more than 650 organizations and 4500 individuals throughout the year¹³. The Committee has sent a total of 10,000 copies of 48 fiction books, 12,000 textbooks to Armenian schools in the Diaspora, materials prepared by the Media Department of the Committee, recordings, calendars, etc¹⁴.

⁸ Meliksetyan H.U., op. cit., p. 392. NAA, f. 875, l. 2, c. 43, nn. 25–26.

⁹ Meliksetyan H.U., op. cit., p. 391.

¹⁰ NAA, f. 875, l. 16, c. 29, nn. 1–6, Ibid, c. 41, nn. 1–6.

¹¹ Ibid. Also: NAA, f. 875, l. 16, c. 41, nn. 10–18.

¹² Ibid.

¹³ NAA, f. 875, l. 16, c. 48, n. 8, Ibid, c. 137, n. 1, Ibid, c. 151, n. 23. Petrosyan K., *Homeland-Diaspora Relations in 1988–2001*, Yerevan, 2011, p. 127.

¹⁴ NAA, f. 875, l. 16, c. 137, nn. 1–2, Ibid, c. 151, nn. 23–24: Petrosyan K., op. cit., p. 127.

However, the biggest problem facing Armenian schools in the Diaspora remained the issue of textbooks since the textbooks that were being delivered to the Diaspora from Armenia mainly did not comply with the local requirements, the corresponding environment was not taken into consideration, the textbooks were mainly written in Eastern Armenian and then adapted in Western Armenian, as a result of which there were many linguistic errors. As a result, Diaspora Armenian children had the trouble of understanding what was written in those textbooks. Besides, the Diaspora was in need of Armenian history textbooks, as well as teachers who had command of Western Armenian.

Among the first initiatives of the Committee for the Diaspora were the annual training courses for Diaspora Armenian teachers that were jointly held with the Ministry of Enlightenment of the ASSR. The training courses were a tremendous help for the Diaspora Armenian teachers in terms of methodology, and they also fostered communication between the pedagogues of Armenia and the Diaspora, the exchange of experience and effective cooperation.

Diaspora Armenian teachers had been taking training courses in the homeland since 1962. The courses were mainly devoted to the methods of teaching Armenological courses, pedagogy, psychology, Armenian culture, etc. Besides receiving professional assistance, the teachers would visit the local schools, go sightseeing in Armenia and get acquainted with the spiritual and cultural values of the homeland.

For the purpose of supporting Armenian schools in the Diaspora, providing Diaspora Armenian children with an Armenian education and bringing them up with the spirit of patriotism, experienced pedagogues from the homeland were sent to various communities.

In 1964, instead of the intended 30, the Committee for the Diaspora invited 20 teachers from Lebanon, Syria, the USA, Cyprus and Ethiopia¹⁵. Among the teachers were specialists representing the Armenian Revolutionary Federation – Dashnaktsutyun (ARF-D) and the Armenian Democratic Liberal Party – Ramgavar (ADLP) political parties and the Armenian General Benevolent Union. The invited teachers enriched their methodological and professional knowledge thanks to the lectures delivered by renowned scholars and pedagogues of the homeland.

¹⁵ NAA, f. 875, l. 1, c. 3, nn. 32–39.

Activities of the Committee for Cultural Relations...

In the years that followed, training courses were held for more teachers. Upon the decision of the chairmanship of the Central Committee of the Communist Party of Armenia of 26 January 1965 “for the purpose of reinforcing propaganda about the achievements of Soviet Armenia in Diaspora Armenian communities and first and foremost among the growing generation” it was envisaged to invite 30 Diaspora Armenian teachers to participate in courses for training and improvement for 45 days in the summer of 1965¹⁶. In the same year, the Committee for Cultural Relations with Diaspora Armenians and the Ministry of Enlightenment found it appropriate to invite not the intended 30, but 35 Diaspora Armenian teachers from 13 countries (10 from Lebanon, 7 from Syria, 6 from Cyprus, 2 from the USA and France, 1 from Egypt, Greece, Jordan, Kuwait, Iran, Iraq, Ethiopia and India) to Armenia for training courses¹⁷. The Committee took into consideration the experience of the past 3 years when every year, for various reasons, 20–22 people instead of 30 would come to Armenia. Therefore, the Committee found it appropriate to have 5 more persons in the reserve.

The teacher training courses continued with certain intervals in the years that followed. Every year (until 1990), around 50 Diaspora Armenian teachers underwent one-month qualification courses in Yerevan. In 1990, after a two-year break, 50 Diaspora Armenian teachers were invited from 17 countries (USA, Lebanon, England, Australia, Bulgaria, Greece, Egypt, UAE, Israel, Italy, Cyprus, Jordan, Romania, Kuwait, Canada, Syria, France) to the homeland to participate in one-month training courses¹⁸. The Public Education Ministry also showed participation in the initiative. The courses were held with the participation of 37 teachers¹⁹.

Since 1990, due to the dire economic conditions in the country, the teacher training program was interrupted for exactly a decade and resumed only in the summer of 2000²⁰, the impetus for which was the First Armenia-Diaspora Pan-Armenian Forum held in September 1999 in Armenia.

The regular visits of children of Armenian schools in the Diaspora to the homeland also played an important role in the educational programs of the

¹⁶ NAA, f. 1, l. 45, c. 15, n. 47, Ibid, f. 113, l. 97, c. 255, n. 12.

¹⁷ NAA, f. 875, l. 1, c. 25, n. 22.

¹⁸ Ibid, l. 16, c. 46, n. 30.

¹⁹ Hayreniki Dzayn, Yerevan, 29.VIII.1990.

²⁰ Hayastani Hanrapetutyun, 8.IX,2000. **Petrosyan K.**, op. cit., p. 135.

Committee for the Diaspora. Every year, the Committee would organize the summer vacations for more than 200 schoolchildren at camps in Armenia²¹.

The visits of children of Armenian schools in the Diaspora to the Motherland began in the early 1960s and continued until 1990. During their stay, groups of Diasporan Armenian schoolchildren would go sightseeing and visit museums and historic and architectural monuments, cultural centers and have meetings with the artists and writers of Armenia.

In 1964, 30 Diasporan Armenian schoolchildren between the ages of 10 and 14 traveled from Lebanon, Syria and France to the homeland where they visited historic sites and went sightseeing in the Republic, spent their vacation at Pioneer Camps in Tsaghkadzor, Hankavan and Vanadzor for two months²². This process led to the launch of a new movement at Armenian schools in the Diaspora (every year, many schoolchildren would express the desire to visit Armenia in summer).

In 1965, the Ministry of Enlightenment, the Committee for the Diaspora and the Central Committee of the Lenin Communist Youth Union of Armenia deemed it necessary to increase the number of children who were being invited to Armenia and invite 100 children²³. However, on March 9, 1965, the chairmanship of the Central Committee of the Communist Party of Armenia, taking into account the experience in 1964, decided to invite 60 Diaspora Armenian schoolchildren from 11 countries to spend their summer vacation at the Pioneer Camps of the ASSR in the summer of 1965. Out of those 60 children, 28 were from Lebanon and Syria²⁴. Upon a decision, the Ministries of Enlightenment and Foreign Affairs of the ASSR and the Committee for the Diaspora were assigned to work appropriately on the reception and placement of children and make efforts, as well as plan events in order to organize their summer vacation at Pioneer Camps.

In the years that followed, the number of schoolchildren visiting the homeland was increasing on a regular basis. In 1966, 82 Diaspora Armenian children spent their vacation at camps in the Republic²⁵.

Between 1962 and 1980, more than 2000 Diaspora Armenian children spent their summer vacation at Pioneer Camps and resorts for children in Armenia²⁶.

²¹ Hay spyurk Encyclopedia, Yerevan, 2003, p. 729.

²² NAA, f. 875, l. 1, c. 3, nn. 32–39, Ibid, c. 25, nn. 13–14.

²³ Ibid, c. 25, nn. 13–14.

²⁴ NAA, f. 1, l. 45, c. 18, n. 30.

²⁵ NAA, f. 875, l. 4, c. 5, nn. 1–13, Ibid, c. 6, nn. 1–12.

Activities of the Committee for Cultural Relations...

The graduates of Armenian schools in the Diaspora would also visit Armenia. Between 1990 and 1991, the graduates of Melkonian Educational Institute in Cyprus, the Srbot's Targmanchats School in Israel, the Armenian Humanitarian Lyceum of Calcutta, the Mourad-Rafaelian College in Venice and the Mary Manoogian School in Buenos Aires visited the homeland. The Committee for Cultural Relations with Diaspora Armenians would deal with all the issues concerning their reception and placement.

The visits of Diaspora Armenian children to the Motherland contributed to the establishment and expansion of new friendly relations of Armenian children in the Republic and the Diaspora, to the instilling of patriotism among the new generation and the provision of an Armenian education to young Armenians.

The Committee for Cultural Relations with Diaspora Armenians would pay special attention to the Armenian community of Lebanon, which had found itself in a difficult situation in consequence of the Lebanese Civil War²⁷. As a result of military operations, Armenian cultural and educational institutions had been greatly affected, a number of Armenian schools had been temporarily turned into hospitals, and the Levon Nazarian College, the Armenian Evangelical College and the Library of Haigazian University had been destroyed. To alleviate the situation that had been created within the Lebanese-Armenian community, as well as to reduce emigration of the members of the community to other countries, in January 1976, the Committee for Cultural Relations with Diaspora Armenians addressed a letter to the Central Committee of the Communist Party of Armenia describing the situation that had been created within the community and asked to mediate amongst the superior bodies to organize the provision of necessary assistance to the devastated people in Lebanon through the Red Cross²⁸.

The Committee expressed willingness to provide, at the expense of its funds and the wills at its disposal, assistance to the Lebanese-Armenians on behalf of the homeland, especially to educational institutions, hospitals and progressive cultural institutions to obtain goods, stationery and other accessories and medicine. In the

²⁶ Meliksetyan H.U., op. cit., p. 392.

²⁷ The Civil War of Lebanon took place in 1975–1990. The Armenian community, counting around 200,000, came out of the war with minimum casualties thanks to the “positive neutrality” that it displayed.

²⁸ NAA, f. 875, l. 6, c. 23, nn. 1–2. As of 1976, the Armenian community of Lebanon consisted of 250,000 members (NAA, f. 875, l. 6, c. 23, nn. 1–2).

years that followed, the Committee would consistently show support to the Armenian community of Lebanon by sending necessary assistance (foodstuff, clothes, shoes, medicine, bedding, beds, school laboratory equipment, sports equipment, pianos and other musical instruments, stationery, etc.). Many Lebanese Armenians, who were in need of rest and treatment, were sent to health resorts, rest houses and hospitals in the homeland.

In the summer of 1979, 120 additional spots were allocated to Lebanese Armenian schoolchildren to spend their summer vacation at Pioneer Camps in the homeland²⁹.

The process of assisting the community continued in the years that followed as well. Events aimed at organizing the provision of assistance to the Lebanese-Armenian community were planned during the special meeting of the chairmanship of the Committee held in June 1990. Teachers of Armenian schools were invited from the community to the homeland. The Committee also invited 15 schoolchildren from Beirut to spend their summer vacation in the homeland and Lebanese-Armenians in need of treatment³⁰. The Committee also delivered fiction books and textbooks, as well as necessary articles and materials to the editorial offices of Armenian newspapers and magazines of the community.

The Committee for Cultural Relations with Diaspora Armenians would also participate in selecting and admitting Diaspora Armenians applying to universities, would simultaneously deal with the issues of Diaspora Armenian students related to rest, living and other issues. Young Diaspora Armenians have been studying at the educational institutions of Armenia since 1958³¹, and organizing their education became more systematic and was of large-scale in 1961 when a preparatory department for foreign citizens was set up adjunct to Yerevan State University where Diaspora Armenian foreign nationals were also enrolled³².

The Committee for the Diaspora would admit Diaspora Armenian applicants together with the Public Education Ministry. The Committee would try to be attentive and objective in selecting applicants in order to rule out cases when

²⁹ NAA, f. 875, l. 8, c. 108, n. 49.

³⁰ NAA, f. 875, l. 16, c. 137, nn. 11–15.

³¹ In 1958, for the first time, 15 young Diaspora Armenians were invited to study at higher educational institutions in Armenia, and out of those 15, 8 were selected through a competition (Meliksetyan H.U., op. cit., p. 427).

³² Meliksetyan H.U., op. cit., p. 427.

Activities of the Committee for Cultural Relations...

persons lacking sufficient knowledge and skills would come to the homeland to study. For that purpose, in 1990, the Committee decided to send two representatives of the Committee and the Ministry to Lebanon and Syria, create an inter-university council of Diaspora Armenian students that would be part of its working plan and would have its statute, and the Committee would go on to use that experience to have a council of Diaspora Armenian graduates in the future³³.

Every year, about 120 young Diaspora Armenians would study at the higher educational institutions and technical schools in Armenia, and more gifted students would have the opportunity to continue their studies and receive a post-graduate education. Between 1958 and 1963, 20 spots were allocated to Diaspora Armenian students studying at higher educational institutions in Yerevan every year (since 1963, 70 spots, of which 50 to universities, 20 – to technical schools, starting from 1968, 50 of the 70 spots were allocated to universities, 10 – to technical schools and 10 to post-graduate education³⁴. In general, between 1961 and 1971, 529 young Diaspora Armenians were admitted to higher educational institutions in Yerevan, and 50 to technical schools. In 1965, higher educational institutions had 180 Diaspora Armenian graduates, of which 62 were from Syria, 60 from Lebanon and 15 from Iraq³⁵. In 1966 280 Diasporan Armenian students³⁶, and in 1969 more than 360 were studying at higher educational institutions in the Republic³⁷.

Between 1958 and the 1980s, 846 Diaspora Armenians from 30 countries graduated from higher and secondary vocational educational institutions of Armenia³⁸.

As of 1990, 933 Diaspora Armenian trainees, post-graduates and students were studying at educational institutions in the Republic of Armenia³⁹. As of 1994, 590 Diaspora Armenians from Iran, Iraq, Syria, Lebanon, Jordan, Turkey, Greece, France, USA, Canada, Egypt and other countries were studying in the Republic of

³³ NAA, f. 875, l. 16, c. 41, nn. 40–41, Ibid, c. 136, nn. 1–2, Ibid, c. 151, nn. 6–8, Ibid, c. 215, nn. 13–15.

³⁴ Ibid, l. 3, c. 10, Ibid, l. 6, c. 1, nn. 1–5: **Harutyunyan A.**, op. cit., p. 80. **Meliksetyan H.U.**, op. cit., p. 427.

³⁵ NAA, f. 875, l. 3, c. 10, Ibid, l. 6, c. 1, nn. 1–5.

³⁶ NAA, f. 875, l. 4, c. 5, nn. 1–13, Ibid, c. 6, nn. 1–12: **Harutyunyan A.**, op. cit., p. 86.

³⁷ NAA, f. 875, l. 2, c. 42, nn. 1–3.

³⁸ **Meliksetyan H.U.**, op. cit., p. 428.

³⁹ NAA, f. 1173, l. 2, c. 202, n. 9.

Armenia⁴⁰. In general, 1,600 Diaspora Armenians have graduated in Armenia through the Committee for the Diaspora⁴¹.

Starting in 1970, every year, the Committee for Cultural Relations with Diaspora Armenians would invite groups of young people to Armenia for about a one-month period for the purpose of consolidating young Armenians of the Diaspora around the Motherland where they would study Armenian history, Armenian language and literature, learn Armenian songs and dances, meet with scientific and cultural figures during the courses organized by the Committee⁴². Thanks to the impressions received from the homeland, more and more groups of young people would visit the homeland.

The Committee for the Diaspora would always keep the Diaspora Armenian learners' study of professional subjects, native studies, as well as other subjects in the center of attention and would simultaneously organize, together with the student council of the republic, lectures devoted to international relations by the top specialists and renowned historians.

The Diasporan Armenian graduates of higher educational institutions of Armenia would mainly become teachers of the Armenian language, literature and history at Armenian schools in the Diaspora, playing an important role in preserving the Armenian identity, providing Diaspora Armenian children with an Armenian upbringing and reinforcing the spirit of patriotism in the Diaspora.

For the purpose of strengthening relations with the Diaspora Armenian graduates, the Committee for the Diaspora would continue to send newspapers, magazines, professional books and informational materials to the Diaspora on a regular basis, would actively participate in the events organized by compatriotic unions of Diaspora Armenian students and selective meetings, engaging the leaders of the unions in the major initiatives of the Committee. The Committee would also attach special importance to the work carried out with Armenians speaking foreign languages. It would also pay a lot of attention to the work carried out with Diasporan Armenian youth and athletic organizations. This sphere was regulated by the Youth Department of the Committee, which would regularly deliver books, photos from photo exhibitions and videorecorded tapes to the Diasporan Armenian youth organizations. The Department would also invite

⁴⁰ Ibid, n. 4.

⁴¹ Azg, Yerevan, 22.I.1991.

⁴² Sovetakan Hayastan, Yerevan, N 9, 1977, p. 35. **Meliksetyan H.U.**, op. cit., p. 388, 432.

Activities of the Committee for Cultural Relations...

cultural groups of various communities to the homeland and solve the problems with preparations for the activities of volunteer brigades of young Diaspora Armenians.

The programs implemented by the Committee for the Diaspora continued during the period of the Third Republic of Armenia as well. True, in the 1990s, the Armenian Diaspora was focused on restoration of the newly independent homeland and on improvement of the social-economic state by showing vigorous support for restoration of the infrastructures destroyed by the earthquake, as well as for the provision of extensive humanitarian assistance in the condition of the blockade. It was during this period that the majority of the programs being implemented for the Diaspora were interrupted for a certain period, but they resumed with new and modern approaches in the years that followed.

Today, it is already obvious that, through the adoption of a clear-cut state approach, a number of programs for preservation of the Armenian identity are being implemented, and the programs which stood the test of the time due to their purposefulness, underlie some of the current programs.

ՍՓՅՈՒՌՔԱՀԱՅՈՒԹՅԱՆ ՀԵՏ ՄՇԱԿՈՒԹԱՅԻՆ ԿԱՊԻ ԿՈՄԻՏԵԻ ԳՈՐԾՈՒՆԵՈՒԹՅՈՒՆԸ ԿՐԹՈՒԹՅԱՆ ՈԼՈՐՏՈՒՄ

ՊԵՏՐՈՍՅԱՆ Ք.

Ամփոփում

Հիմնադրվելով 1964 թ.՝ Սփյուռքահայության հետ մշակութային կապի կոմիտեն համակարգված և հետևողական աշխատանքի շնորհիվ կարճ ժամանակամիջոցում հայտնի դարձավ Սփյուռքում և ակտիվ կապեր հաստատեց մի շարք կազմակերպությունների, հայրենակցական, բարեգործական, մշակութային միությունների, դպրոցների, ակումբների, թերթերի, հանդեսների խմբագրությունների և բազմաթիվ անհատ գործիչների հետ: Հատկապես մեծ ուշադրություն էր դարձվում երիտասարդ սերնդի հետ իրականացվող ծրագրերին, որոնք միտված էին երիտասարդության շրջանում հայ ինքնության պահպանմանը, մերձեցմանը Մայր հայրենիքին, հայրենասիրություն սերմանելուն, ազգային հոգեկերտվածքի ձևավորմանը:

Կոմիտեն փորձում էր նաև համապատասխան ծրագրերի միջոցով նպաստել Սփյուռքում հայկական դպրոցների պահպանմանը:

1990-ական թթ. Սփյուռքն իր ուշադրությունը սևեռեց նորանկախ հայրենիքի վերականգնման, սոցիալ-տնտեսական իրավիճակի բարելավման և շրջափակման պայմաններում գտնվող հանրապետությունը մարդասիրական օգնություն հասցնելու խնդիրների վրա:

ДЕЯТЕЛЬНОСТЬ КОМИТЕТА ПО КУЛЬТУРНЫМ СВЯЗЯМ С АРМЯНСКОЙ ДИАСПОРОЙ В СФЕРЕ ОБРАЗОВАНИЯ

ПЕТРОСЯН К.

Резюме

Основанный в 1964 г. Комитет по культурным связям с Армянской диаспорой благодаря своей плодотворной деятельности вскоре приобрел известность в Диаспоре и установил активные связи с рядом патриотических организаций, благотворительных, культурных ассоциаций, школ, клубов, газет, с редакторами журналов, а также с теми или иными отдельно взятыми деятелями. Особенно большое внимание уделялось программам, способствующим сохранению армянской идентичности среди молодежи.

Комитет работал в направлении реализации ряда программ, призванных содействовать сохранению армянских школ в диаспоре.

В 1990-х годах, после провозглашения независимости, в эпицентре внимания Армянской диаспоры оказались вопросы, связанные с улучшением социально-экономического положения страны и реализацией программы гуманитарной помощи в условиях блокады, переживаемой республикой.