

РОЗДІЛ І. ПРОБЛЕМИ ІСТОРІЇ ПЕДАГОГІКИ

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PROBLEMS OF DEVELOPMENT OF SCHOOLING IN PIDKARPATSKA RUS IN THE PERIOD OF CZECHOSLOVAKIA

У статті автор розглядає проблеми розвитку шкільної справи на Підкарпатській Русі в період Чехословаччини. Звернення до історичного періоду перебування Закарпаття в складі Чехословаччини (1919–1939 рр.) зумовлене усвідомленням цінного досвіду щодо цілей, змісту, практики, методів та форм гуманістичного виховання учнів. У контексті реформування сучасної загальноосвітньої школи актуальним є накопичений протягом десятиліть педагогічний досвід, зокрема щодо діяльності початкової та середньої школи. Адже для вирішення низки освітніх труднощів, чехословацькою владою було запроваджено низку освітньо-організаційних реформ: одержавлення, розширення мережі шкіл, введення обов'язкового восьмирічного навчання, створення народних та горожанських шкіл із навчанням рідною мовою, забезпечення умов для підготовки вчителів до роботи в національних школах, освіта для дорослих тощо. Слід зауважити, що у визначений період на Закарпатті педагогам було дуже складно здобути матеріал для роботи з учнями. Заклади освіти не були забезпечені відповідною методичною літературою, підручниками, посібниками, зошитами та наочністю. А стан шкільних приміщень, частина з яких була зруйнована, окремі класи, а подекуди й цілі школи, приведені в непридатний стан – всі ці труднощі доводилося долати у процесі розбудови шкільної справи. Частина населення, на жаль, ще не розуміла значення навчання дітей, і тому нерідко свідомо не відпускала їх до школи. Серед основних проблем освіти того часу було і збереження здоров'я дітей, оскільки багато шкіл, які залишилися після війни, не відповідали санітарно-гігієнічним вимогам, не вистачало вчителів, шкільного приладдя тощо. Тому вивчення й актуалізація творчої спадщини попередніх поколінь, важливих історичних подій, труднощів, з якими зіткнулися закарпатці на початку ХХ століття, дозволяють забезпечити єдність і наступність історико-педагогічного процесу.

Ключові слова: Підкарпатська Русь, розвиток шкільної справи, зміст освіти, мовна проблема, гуманітарна освіта.

Introduction. The reforms that are being carried out today are related to the orientation of society towards European values. The growth of national self-consciousness on the wave of patriotism, identity, increasing attention to the regional, local history, multicultural component of the educational content highlights the need for thorough research and objective analysis of historical and pedagogical heritage of schooling in order to creatively use the positive attainment of the past. In this context, the experience of building a democratic society in Transcarpathia in the interwar period (1919-1939) is very promising.

Its analysis makes it possible to reveal valuable achievements in the content of education on the basis of the ideas of humanism, democracy, multiculturalism.

Analysis of relevant research. The basis of the problem of developing the content of education in Transcarpathia in the interwar period were the works based on historiography by O. Adamenko, L. Berezivska, L. Butenko, L. Vakhovsky, V. Vykhruhch, I. Strazhnikova, O. Sukhomlynska, M. Chepil and others.

The development of educational processes in Transcarpathia is covered in the works of famous figures and researchers of the region A. Voloshin, O. Dukhnovych, V. Gomonnay, I. Granchak, A. Ignat, V. Rosul, V. Sagarda, M. Talapkanych, V. Khiminets, P. Khodanych. The genesis of historical, national and socio-cultural progress in Transcarpathia is highlighted in the studies of D. Danyliuk, I. Granchak, P. Magochi, V. Pachovsky and others.

Some aspects of the development of schooling in Transcarpathia were studied by O. Bentsa, I. Zhorova, M. Zymomyra, M. Klyap, M. Kukhta, L. Malyar, N. Marfinets, I. Nebesnyk, G. Rozlutska, O. Fizeshi and others.

The analysis of the literature on the problem of research shows that some historical and cultural aspects of schooling development in Transcarpathia in the interwar period were not the subject of a comprehensive historical and pedagogical study. Researchers have left out archival materials that reproduce important aspects of the problem, insufficiently analyzed educational literature (textbooks, programs), school records, and chronicles of the education institutions.

Research methods. The following methods were used in the research: historical and pedagogical; theoretical search (analysis of historical and pedagogical, encyclopedic literature, normative documents); systemic and structural (to identify the state of development and prospects of the study); search and bibliographic (study of archival, library funds, bibliographic publications); historical and retrospective (analysis of the source base); comparative (in the process of substantiation of the possibilities of using the experience of the past in the modern educational environment); analytical-synthetic (generalization and systematization of the revealed materials; formulation of the generalized conclusions).

Results. It should be mentioned that in 1918 significant political and social changes took place in the Austro-Hungarian Empire. The governing structures of the Habsburg monarchy began to disintegrate. Thus, Poles, Ukrainians, Czechs, Slovaks, Serbs, Croats and Romanians convened national councils to determine the political future of their peoples. From November 1918 to May 1919 the Ruthenians living near the Carpathians in the

northeastern districts of Hungary also convened several councils that offered various political alternatives: autonomy within Hungary; complete independence; alliance with Russia, Ukraine or with the new Czechoslovak state. Although these options reflected the traditional political and cultural preferences of the Carpatho-Rusyn leaders, the international situation of 1919 contributed to only one thing – an alliance with Czechoslovakia.

During the formation of the Czechoslovak educational system, there was a lot of criticism in the direction of its cultural, economic, religious and international policy in Pidkarpatska Rus. However, almost everyone recognized its achievements in the educational process of the region.

The former Hungarian regime was not interested in educating the rural population, at least in those lands inhabited by national minorities. Thus, by 1918, illiteracy among Carpathian Ruthenians reached 70-90 %, and in many villages, especially in the eastern Maramures district, there was no one who could read or write (Magochiy, 2021). Hungarian statistics shows that in 1910, 79 % of Carpathian Ruthenians could not read and write in their native language.

In general, the most important problems of successful operation of schools can be formulated as follows: there was no state language for teaching, there were no textbooks, because when they were written they encountered the language problem, lack of teachers, as well as lack of school facilities.

Schools have already existed in Hungary. In the 1913-1914 school year there were 634 primary schools. The number of children born in 1913-1914 which attended school, estimated at 150 thousand. In total, the secondary school included about 200 children. Since the majority of primary schools had only one classroom and only 980 teachers, there were 180 children per teacher. In almost all schools, education was conducted in Hungarian. And even where individual subjects were taught in the native language, Hungarian remained the main language of instruction (Magochiy, 2021).

The years of war left deplorable traces on many school buildings in Pidkarpatska Rus. A part of it was destroyed during the hostilities, various occupations, as there was no talk of repairing works. In 1920, there were only 475 school buildings, 400 of which were in a more or less tolerable condition. In 1931, the number of school premises increased to 638. And only 89 of this amount were temporarily adapted for schools.

Under the Hungarian law (§ 42 of Law XXXVIII / 1868) the responsibility for the construction of school buildings was put on the community and only §80 allowed the construction by the state but only for Hungarian schools.

In 1926, an inter-ministerial commission of the representatives of the Ministry of Finance, Public Education, Public Works in Bratislava and Uzhhorod was set up to build new schools, repair old ones, and develop a detailed plan for construction school buildings at public funds. At the same time, a commission was set up under the government to deal with construction and financial support from the region. Thus, by 1932, 67 state-funded construction projects with 164 classes had been developed.

From 1919 to 1936 the following schools were built at public expense:

1. Secondary schools in Khust: a real Russian gymnasium.
2. Urban schools: in Perechyn with 11 classes, Russian and Czechoslovak.

In Svalyava – with 13 classes, Russian.

3. Community schools:

- Ganderivtsi – 1, the language of study is Carpatho-Russian.
- Mukachevo – 3, the language of instruction is Czechoslovak.
- Khust – 4, the language of study is Czechoslovak.
- Rakhiv – 3, the language of study is Carpatho-Russian and Czechoslovak.
- Bocharya – 1, the language of study is Carpatho-Russian.
- Novy Klenovets – 1, the language of study is Carpatho-Russian.
- Teresva – 1, the language of study is Czechoslovak.
- Benya – 1, the language of study is Czechoslovak.
- Uklin – 1, the language of study is Carpatho-Russian.
- Izvorskaya Guta – 1, the language of study is Carpatho-Russian.
- Uzhhorod – 14, the language of study is Czechoslovak.
- Iovra – 1, the language of study is Czechoslovak.
- Sevlyush – 5, the language of study is Czechoslovak.
- Bushtyno – 5, the language of study is Carpatho-Russian.
- Guta – 1, the language of study is Czechoslovak.
- Antalivtsi – 3, the language of study is Carpatho-Russian.
- Volovets – 3, the language of study is Carpatho-Russian.
- Botrad – 1, the language of study is Czechoslovak.
- Gunyadov Khutir – 1, the language of study is Carpatho-Russian.
- Korolevo – 2, the language of study is Czechoslovak.
- Verhnya Apsha – 3, the language of study is Carpatho-Russian.
- Nizhny Veretsky – 4, the language of study is Carpatho-Russian and

Czechoslovak.

- Khudlovo – 2, the language of study is Carpatho-Russian.
- Ketergen – 1, the language of study is Carpatho-Russian.
- Zaluzh – 1, the language of study is Carpatho-Russian.

- Liptsy – 2, the language of study is Carpatho-Russian.
- Poroshkovo – 2, the language of study is Carpatho-Russian.
- Gaidosh – 2, the language of study is Carpatho-Russian.

A total of 29 buildings were built in villages with 72 classes, 30 of this amount were for Carpatho-Russian students and 42 for Czechoslovak students.

In the following years, schools were built at the expense of the state in the following villages: Kostryna – 2, Stara Stuzhytsia – 2, Lubnya – 1, Zhornava – 1, Grabovo – 1, Polyana – 1, Krasna – 2, Strypa – 1, Novoselytsia – 1, Perekhresne – 2, Fedeleshivtsi – 1, Stavne – 2, Balashivtsi – 1, Bodolovo – 4, Brestov – 1, Fogorash – 2, Nizhnya and Verkhnya Roztoka – 2, Nyzhniy Koropets – 1, Ploske – 2, Chernyk – 1, Velyatyn – 2, Hlynianets – 2, Suskovo – 2, Maidan – 1, Nizhniy Studeny – 1, Prislop – 2, Vuchkove – 1, Verkhniy Studeny – 1, Synevyr-Tovchka – 1, Zarika – 2, Kalnyk – 2, Chereivtsi – 1, Shkurativtsi – 1, Kushtanovytsia – 1, Ivashkivtsi – 1, Kosino – 2, Kraynikovo – 1, Bogdan – 5, Tykhy – 2, Medvidivtsi – 1, Chapovtsi – 2, Mukachevo – 3, Rozsoshka – 2, Sokyrnytsia – 2, Boharovytsia – 2, Sobatyn – 1, Lavky – 2, Maly Rakovets – 2, Vlahovo – 2, Yalove – 1, Solochyn – 4, Stroyne – 2, Bedevlya – 2, Ruske Pole – 2, Vonigovo – 2, Teresva – 2, Turychky – 1, Uzhok – 1 and others.

So, as we can see, the Czechoslovak government made every effort to correct the low level of education in the region. In 1920, there were 475 primary schools in Pidkarpatska Rus, and 321 were called “Russian”. There were two important trends: the steady reduction of church schools and the rapid increase in the number of Czech ones. The result was the weakening of religious influence on the formation of the younger generation, strengthening the education of civic and national motives. Local Carpatho-Rusyn activists disliked the increase of the number of Czech-language schools, as the percentage of schools opened for Czech children far exceeded the percentage of Czechs in the local population.

Changes have also taken place in secondary education. In 1917/18 in the former Hungarian Rus there were three gymnasiums, three teacher’s seminaries and three technical schools – all with only Hungarian as the language of study. After two decades of “Czechoslovak care”, there had already been eight gymnasiums, five teachers’ seminaries, and five technical schools (Magochiy, 2021). These figures give only a rough idea of the strength of the financial, cultural and psychological problems that the Czechoslovak authorities faced and eventually overcame. Huge funds were needed to build new schools and rebuild the old ones destroyed during the First World War.

On the background of the general socio-cultural rise of education in Pidkarpatska Rus, the problem of providing schools with pedagogical staff remained acute. Nevertheless, the teachers who carried out educational activities were the bearers of culture. They showed interest in music, performed as musical folklorists, recorded folk songs, created public, church children's choirs, adult choirs. In addition to active social activities, teachers were engaged in the art of painting, became professional artists and the means of fine arts influenced the spiritual development of the Ruthenian people.

The lack of trained local staff prompted the new Czechoslovak school administration to seek outside help. The social and political circumstances of the postwar period, which covered the whole Europe, provided a sufficient number of educated Russian and Ukrainian emigrants.

One of the biggest difficulties faced by the Czechoslovak government was the reluctance of the local population to get an education. The population of Pidkarpatska Rus had its own customs and resisted any changes. But after a few years, the school board had some positive results.

During this period in Transcarpathia, teachers experienced significant difficulties in selecting material for working with students, as schools were not provided with appropriate methodological literature. Under such conditions, it was a good tradition to exchange at teachers' meetings various methodological achievements (poems, proverbs, stories and songs collected in their neighborhood), the experience of teaching humanities (Depchynska, 2019).

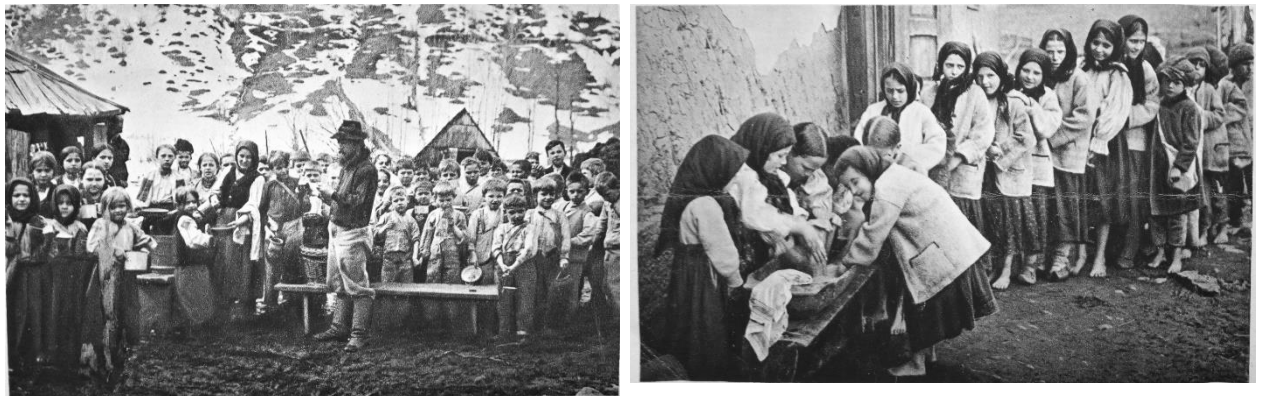
Taking into account that the culture of the Subcarpathian Ruthenians of the early twentieth century coexisted with the cultures of different ethnic groups, it was common for schools of that time to teach in one class children of different nationalities – Ruthenians, Hungarians, Czechs, Germans and others. Therefore, the multicultural education carried out by teachers in each lesson, formed in students respect for the cultural identity of different peoples, ethnic groups, provided knowledge about their moral and spiritual characteristics.

Material and economic preconditions of development of education and schooling in the outlined period reflect a condition of school premises, their equipment. Thus, some school buildings were destroyed during the war, some classrooms and sometimes entire schools were rendered unusable (Picture 1). As a result of which 174 primary schools did not work in the 1923–1924 school year and about 25000 Verkhovyna's children remained out of school; 33 % did not attend primary school, i.e. the third part of children grew up illiterate (Depchynska, 2019).



Picture 1. The difficult situation of schools and students in Berehivschina, Volivschina, Rakhivschina, Khustschina in Pidkarpatska Rus, the early twentieth century (Agij, 1935)

There was a lack of school premises and teachers in the mountains as well. A large part of the schools were located in ordinary peasant houses. It happened, as, for example, in the Mizhhirya region, that the educational process lasted only during the autumn-spring days, in nature – under oaks or spruces. It was difficult for children from villages scattered in the mountains and hills to get to school, so they did not attend school and had low grades (Picture 2).



Picture 2. Folk school students wash their hands before lunch in Mizhhirya in Pidkarpatska Rus in 1935 (Agij, 1935)

Misses of classes were also caused by the difficult financial situation of parents. The children did not have clothes or shoes to attend school, and sometimes went to work with their parents from the age of 12-13. Unfortunately, part of the population did not yet understand the importance of children's education and therefore, often deliberately, did not let them go to school. Among the main problems of education at that time was the health of children, as many schools and classrooms did not meet sanitary requirements, as well as the lack of teachers, textbooks and school supplies (Depchynska, 2019).

The stage of formation of the school education system, in the context of which the gradual development of school humanitarian education begins and

the nucleus of its new (due to new conditions of social development) content is born, is the beginning of school and schooling on the principles of democracy and humanism. According to the statistics of 1919/1920 academic year only 25-30 % of children went to school, but in 1933 about 90 % attended school (Magochiy, 2021). At this time there was a development of “reading rooms”, which made it possible to involve the general population in studying writing, literacy, reading. The humanistic ideals of this period were embodied in the enlightenment, the upliftment of the oppressed spirit of the population, the actualization of the values of morality, family, civic and social education.

Special courses were opened for illiterate adults too. From 1919 to 1930 were opened 1473 such courses, which were attended by 64700 people. 19 reading rooms and 291 libraries were established as well. The school board financed several publications, including the children’s magazine “Vinochok” (1919-1923), the newspaper “Uchitel” (1920-1938) and “Uryadovyi Visnyk” (1920-1938), which published pedagogical articles and government regulations in the field of educational policy. “The Pedagogical Society”, affiliated with the school administration, published the children’s magazine “Nash Rodny Krai” (1922-1939) and the popular science magazine “Podkarpatska Rus” (1922-1936), where everything related to the native language and native land was to appear. “The Pedagogical Society” has also published a series of 45 textbooks for Subcarpathian schools, written in the dialect version of the Ukrainian language and with a traditional spelling (Magochiy, 2021).

According to the Statistics of the results of enrollment in public schools in Pidkarpatska Rus in 1935/36 academic year it should be noted that the amount of all Carpatho-Russian public schools was 465, the amount of classes – 2207, teachers – 2069, students – 102152. There were 158 Czechoslovak public schools, with 613 classes, 618 teachers and 22178 students. There were 118 Hungarian public schools, with 365 classes, 363 teachers and 18171 students. There were 17 German public schools, with 39 classes, 34 teachers and 1818 students. There were 4 Romanian schools, with 31 classes, 31 teachers and 1620 students. And there were 7 Jewish public schools, 16 classes, 16 teachers and 741 students (Clima, 2007).

The adoption of the law on the language of studying (Order (January 16, 1923) stimulated the advanced local intelligence to develop theoretical and practical aspects of school development. Theoretical aspects consisted in the basic principles of creating a new school: nationality, morality, connection of learning with life, environment and the world, as well as developing respect for work. Practical aspects included preparation of school premises for the school

year, enrollment of children in different classes, preparation of teachers for work at school. As a result of the lack of curricula teachers independently selected teaching materials for lessons.

Conclusions. So, from the given above it can be concluded that in the context of reforming the modern secondary school, the decades-long pedagogical experience of Transcarpathia of the early twentieth century (in particular regarding the activities of primary and secondary schools) is very relevant. After all, in order to solve a number of educational difficulties, the Czechoslovak authorities introduced a number of educational and organizational reforms: nationalization, expansion of the network of primary and secondary schools, introduction of compulsory eight-year education, creation of public and civic schools with native language of study, providing conditions for training teachers to work in national schools, adults' education, etc. Thus the study and actualization of the creative heritage of previous generations, important historical events, difficulties faced by Transcarpathians in the early twentieth century can ensure the unity and continuity of the historical and pedagogical process. The results of the research can be implemented in the practice of modern school activities and in the process of preparing future primary and secondary school teachers to work with students in a multicultural environment.

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РЕЗЮМЕ

Депчинская Иветта. Проблемы развития школьного дела на Подкарпатской Руси в период Чехословакии.

Период вхождения Закарпатья в демократическую Чехословакию был временем подъема и развития всех сторон общественной жизни, когда формировались благоприятные условия для развития образования в регионе. В этот период жители региона прошли сложный путь эволюции сознания, закончившийся утверждением национальной идентичности закарпатцев. По нашему глубокому убеждению, гуманитарное образование сыграло важную роль в процессе такой трансформации сознания, развитие содержания которой происходило на фоне украинского языка как государственного, постепенно наполняющегося аксиологическими, региональными, мультикультурными и местными аспектами.

Следует отметить, что в контексте европейской и мировой консолидации возрастает важность сохранения национальной идентичности, параллельного взаимовыгодного обогащения и обмена с другими культурами. В то же время изучение и актуализация творческого наследия предшествующих поколений, важных исторических событий, трудностей, с которыми столкнулось Закарпатье в начале XX века, позволяет сегодня обеспечить единство и преемственность историко-педагогического процесса.

Ключевые слова: Подкарпатская Русь, развитие школьного образования, содержание образования, языковая проблема, гуманитарное образование.

SUMMARY

Depchynska Ivetta. Problems of development of schooling in Pidkarpatska Rus in the period of Czechoslovakia.

The period of Transcarpathia's membership in democratic Czechoslovakia was a time of rise and development of all parts of public life, when favorable conditions for the development of education in the region were formed. During this period, the inhabitants of the region went through a difficult path of evolution of consciousness, which ended with the assertion of the national identity of Transcarpathians. In our deep conviction, humanitarian education played an important role in the process of such transformation of consciousness, the development of the content of which took place against the background of the Ukrainian language as the state language, gradually being filled with axiological, regional, multicultural and local aspects.

It should be noted that in the context of European and world consolidation, the importance of preserving national identity, parallel mutually beneficial enrichment and exchange with other cultures is growing. At the same time, the study and actualization of the creative heritage of previous generations, important historical events, difficulties encountered by Transcarpathians in the early twentieth century allows to ensure the unity and continuity of the historical and pedagogical process nowadays.

Key words: Pidkarpatska Rus, development of schooling, content of education, language problem, humanitarian education.