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MARIA HRINCHENKO'S IDEAS ABOUT THE DEVELOPMENT OF PUBLIC SCHOOLS IN UKRAINE

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Abstract. In article M. Hrinchenko's (pseudo Maria Zagirnya 1863-1928) memoirs and unpublished articles are analyzed. Distinguished her ideas about public school features in Ukraine in the late XIX - early XX century. M. Hrinchenko was interested in material and financial situation of schools, their role in the society, the content of school education, organization, and library activities, changes in system of education in Russian Empire after the fall of the autocracy. In her intellectual heritage, M. Hrinchenko criticized old authoritarian forms of learning, and contrasted them new humanistic ones formed on the basis of goodwill, without any element of coercion, based on cooperation between students and teachers and so on. One of her main ideas was national-language-based education.

Introduction

After the proclamation of Ukrainian independence tendency to active review, rethink and objective coverage of historical and educational process in our country increased. Today, the ongoing extensive studies of educational activities of the various societies, associations and movements are operated in Ukraine. The objects of these studies are previously unknown archival sources, legacy of leaders of education, culture, literature etc. For this reason, it is important to study the intellectual heritage of the famous pedagogue and writer M. Hrinchenko (1863-1928).

Historiographical analysis shows that the M. Hrinchenko's intellectual heritage has only partly been analyzed in the Ukrainian scholars works by N. Kopylenko, A. Lugoviy, N. Naumova, L. Nezhyva, and others. Only literary activities of M. Hrinchenko is analyzed by L. Nezhyva in the "Maria Zahirna - literary portrait" book, and editorial and publishing activities in M. Dumanska's thesis. Public school problem was not a subject of a separate study and this fact led to the need for a deeper analysis.

The purpose of this article is to characterize the public school features in Ukraine in the late XIX - early XX century, pointed out in M. Hrinchenko's intellectual heritage.

At that time on the territory of Ukraine there was, non-national paid centralized schooling, elementary school functioned separately from the secondary one the imperial school was scholastic and authoritarian. As a result, the public criticism of the imperial school system increased.

The problem of public school was described in M. Hrinchenko's, intellectual heritage. Because after working in the public schools of Kharkiv and Katerinoslav regions she got considerable experience in this area and was quite familiar with all aspects of public school life.

In the late XIX - early XX century public school operated under active policy of Russification. M. Hrinchenko, wrote in memoirs: "the ministry of education knew that schools in the country still have to exist, because the state needs rural and township clerks ... and all officers and couriers, who had to supply the school. But besides that there was also a formal need in schools, that Europe should know that in "Russian Empire" there is the same schooling system from the highest to the lowest stages" [2, p. 2]. Hereby the role and functions of the school at that time in the Russian Empire becomes clear. The School had only to "supply" the state with the employees.

Her ideas about elementary school problems M. Hrinchenko revealed in unpublished papers «Kolys i teper» (Before and now) (1922) [2] «Pro zaboronu vykladannya ukrainskoi movy u shkoli» (On prohibition of teaching the Ukrainian language in schools) (s.a.) [3], letters to V. Durdukiivsky [5] draft letters to Taras Shevchenko first labour school pupils [6], and in Memories [1]. In these documents, she paid attention to different school problems such as: organization of the educational process at school, teaching methods, establishing a new school and so on.

M. Hrinchenko was interested in material and financial situation of the school. In the article "Before and now" she pointed out the lack of separate facilities for schools: "... usually school placed together with the municipality, or in some shack" [2, p. 4]. This fact clearly indicated that the government wasn't concerned not only with the school facilities and learning environment of the children, but the whole school system. The same situation was training of qualified personnel for the school. Administration was interested only existence of the school, and the facts did not matter. In this formal approach was a great problem - the reluctance to promote the general cultural level of the Ukrainian community, ranging from the lowest estates.

M. Hrinchenko was confounded by the fact that the most basic and necessary needs for the school and the educational process, such things as, for example, heating in winter, unsafe school building repairs, was for the teachers nearly to fight rip in the village council or community. For example, in her memoirs she paid attention to the fact, when the lack of wood to heat the school made teacher destroy the shed [1].

In M. Hrinchenko's opinion, public school was humiliated in comparing to other public institutions. "National school is poor, nobody cares about it as it should be, it's disadvantaged among other social institutions. There is no money, for school financiering" – emphasized the activist [2, p. 4]. Thus, during M. Hrinchenko's teaching activity public education was undefended, because the government deemed it unnecessary and sometimes a harmful matter.

The school authorities as M. Hrinchenko claimed, cared only has to reduce "damage" from the school. By "damage", she meant true knowledge and education. She sadly noted that the system of so-called "teaching" because it had little to do with getting knowledge. The administration believed that "once there are the schools, then let they give to children as little knowledge as possible, in order to do the little development of their minds"[1, p. 55]. As we can see, the school did not give children valuable knowledge to develop intelligence and curiosity of the child, to reveal their potential, natural inclinations, and satisfied the pupils needs to acquire basic knowledge, which is often substituted by a simple scholasticism, not needed in the future, and the more not favourable to further learning.

Let's point out the negative features of the educational process in public schools, where, according to M. Hrinchenko, training took no more than four and a half months of the year. Most of study time children spent for unnecessary things. Such as studying of a registry of all bosses from the tsar and his family and ending with national inspector of schools, including all the titles [2, p. 8]. Furthermore, as MG noted, "Gospel, and K. Ushynsky «Ridne slovo» (native word) were forbidden as seditious". School libraries were full of legal books allowed by "the Committee" in most of cases very boring and uninteresting "[2, p. 9]. It is clear that the mere learning process in children reflects a desire to learn something because they do not meet the national interests of children and do not take into account their national culture. Public School taught only basic literacy, as was the need to prepare for the state clerks.

M. Hrinchenko attached great importance to rural library as an important educational link of public schools. In unpublished article "The rural village libraries"(Pro zemski silsky biblioteky) [4] She paid attention to the rural libraries imperfection, lack of experience in funding and avoiding difficulties associated with prohibitions and exceptions of unreliable books. In particular, she highlighted the process of arranging rural libraries, reading rooms and houses during the censorship regime. Thus, according to the author, there was the increased desire in society to distribute books in the national environment [4]. But, without giving specific facts, she immediately went to the list of difficulties faced by zemstvo (elective district council in pre-revolutionary Russia) in the process of creating and organizing libraries.

One of the first and most difficult problems "was the lack of facilities... and problems with building materials" [4, p. 10]. In addition, a significant problem for new libraries opening, according to M. Hrinchenko, "were difficulties in selecting staff for management of libraries, in this case the most appropriate variant would be teachers, but they cannot always take on this responsibility ... and, it was rather difficult to find other people in the village besides teacher for library managing." [4, p. 10]. Another reason, which, according to the activist, led to inhibition of this process were censors and constant surveillance of the Ministry of Education. For this purpose, the Ministry developed special catalog which included books recommended for rural libraries. However, as M. Hrinchenko emphasized, it created serious obstacles to education. Because assortment of legal books was very limited compared with the mass of books that were on sale, and these restrictions do not allow rural libraries to perform the inherent educational mission [4, p. 11]. It should be noted that libraries are constantly checked and registered in the catalog, illegal books immediately withdrawn. Of course, these facts extremely complicated selection of required books for rural libraries.

The author paid special attention to supply of the libraries in Ukrainian provinces with books, where the process of education was hindered by Valuev Circular 1863 and Ems decree in 1876 which banned the Ukrainian language. The effects of these restrictions complicated the process of supplying the libraries with Ukrainian-language literature. Thus, according to M. Hrinchenko to the catalog "were included only 2 Ukrainian books "Aeneid" and "Moskal, the charivnyk" by Kotliarevsky" [4, p. 20]. This caused her genuine outrage: "... speaking about Kotlyarevsky we must pay attention that one of his best work "Natalka poltavka" with entirely innocent content wasn't included to the catalogue" [4, p. 20]. M. Hrinchenko condemned the fact that "many books by Kvitka-Osnovyanenko, Marko Vovchok, Kulish, Shevchenko and others were given to village and school libraries in Russian translation". She emphasized, "it scarcely probable to replace the originals and make the Ukrainians read Shevchenko certainly in Russian translation" [4, p. 20].

At the end of the article, the author emphasizes that for proper functioning of the library, directory should include fine works of contemporary Ukrainian authors and the books of the popular and utilitarian content, which, despite many obstacles, yet all were published [4, p. 20].

M. Hrinchenko not only criticized the old school, but she opposed a new type of school that was the result of social and historical changes that had occurred in society since 1917. One of the examples was a school organized by Volodimir Durdukivsky, one of the founders of the All-Ukrainian Union of Teachers and leaders of public education. After declaration by Centralna Rada in 1917 the policy of National Education development, the idea of national school became a reality. So, in March 1917 there was founded the first T. Shevchenko Ukrainian gymnasium. The new school and its teachers worked "to teach their students a clear eternal truth, not to obscure their heads and to teach them to read and think" [2, p. 10], that is to provide education evolving nature, to promote the mental development of children.

According to M Hrinchenko, the new school became a real center of Ukrainian education where fostered national pride, national memory and historical traditions. Here, they used new Ukrainian textbooks, studied Ukrainian poets comprehensively and deeply, established researches and creative work of students, performed physical training, therefore, developed skills laid by nature, harmonious personality.

In V. Durdukivsky's school the great importance was given to extra-curricular activities, including children participation in clubs. M. Hrinchenko assessed it this way: "who knows the job in children's groups...,who have been to their holidays, and he saw how many kids spend extra hours besides those appointed for compulsory education. And they work not by constraint, but willingly, and teachers help, not force. Moreover, when we remember that once children eagerly wait for the bell to go home, now dwell in our school and children and teachers work in clubs together. Therefore, it still shows a big difference between what was before and what is now, after just 5 years "[2, p. 13]. Author once again showed the difference between the two systems of school education. In the new school, children studied voluntarily and with great desire, there prevailed good relationships between teachers and pupils.

M. Hrinchenko took active part in life of this institution, she was its honorary member, visited ceremonial meetings, attended children's concerts and exhibitions, donated funds for the school fellowship, gave books to school library, devoted her translation of the G. Mallet's novel "Without families," to pupils etc. [7].

Summarizing the results of five years activity of the new school, the author noted: "We see the consequences of work in our school. We see that it leads to the fact that I would call as a rational education. When somewhere published an article about some new educational ideas, we see that our school has done well "[2, p. 11]. This shows the full use of innovative approaches in the educational process, including rational education. According to M. Hrinchenko, "our school provides a broad opportunity for children to develop their abilities, their personality, and their initiative" [2, p. 12]. So, she was convinced that only an individual approach to ensure the child's disclosure of its natural instincts, will identify initiatives.

But the time passed and intensified the process of school sovietisation. That meant transformation of pupils and teachers into obedient impersonal mechanisms that would work for soviet system. V. Durdukivsky was, of course, not desirable for in the system, moreover, his school was proclaimed as a centre of "bourgeois nationalism". He was arrested in 1929, but soon released. But in 1937 he was arrested again and shot down. But these tragic events occurred much later. In the 1920s, when no one could see it even in a nightmare, M. Hrinchenko dispatched greetings to V. Durdukivsky.

In one of them, dedicated to the 20th anniversary of Vladimir Fedorovich's pedagogical activity, he was characterized as a perfect teacher, honest man, "which can be a model of the human dignity for others," who

sows the seed of the soul of God's truth and love for their land and people [5, p. 2]. So, M. Hrinchenko emphasized on the V. Durdukivsky crucial role of in the educational process.

Her admiration by Durdukivsky as an outstanding personality, as well as his progressive school, and new pedagogical ideas, M. Hrinchenko expressed in her speech on the occasion of the 10th anniversary of the school's founding. She said: "native word became a major factor in our own school ... it turns into work, it educates and teaches our children" [6, p. 1]. In her speech, she once again demonstrated its commitment to teaching children their native language.

M. Hrinchenko also expressed the hope that "evil times of injustice, oppression and affliction wouldn't return again..., that teachers are not subjected to injustice, "to make it easier to them to fulfill their high and responsible duty" [6, p. 2]. To V. Durdukivsky, "the soul of the school," she wished to head the school for many years by that she pointed out his biggest contributions to the organization of the school and the educational process on the national background.

Conclusion

M. Hrinchenko contrasted the old authoritarian forms of learning and new humanistic ones formed on the basis of goodwill, without any element of coercion, based on cooperation between students and teachers and so on. She was convinced that natural inclinations of the child develop only in a free personal training. One of her main ideas was national education.

Thus, based on the analysis of these sources we can distinguish a number of public school problems M. Hrinchenko was concerned about. Among them, place of the school in society, the content of school education, school organization, school library activities, and changes in education in Russian Empire after the fall of the autocracy.

In her intellectual heritage, M. Hrinchenko is not limited by the elementary school. In her memoirs and articles, she analyzed the issue of the national teachers' work, which requires further study.

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