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## PECULIARITIES OF REAL EDUCATIONAL INSTITUTIONS FUNCTIONING IN THE SUBCARPATHIAN RUS (PIDKARPATSKA RUS)

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**Abstract.** The article highlights historical and pedagogical aspects of the development of real secondary educational institutions that functioned in the territory of the Subcarpathian Rus (1919-1939). After World War I the Czechoslovak Republic undertook a commitment to arrange Transcarpathia as an administrative unit entitled the “Subcarpathian Rus”. The situation with Ukrainian schools in the Subcarpathian Rus was very poor. Only two town schools were Ukrainian. In spite of the language chaos in the land, Rus (Ukrainian) town schools started to be set up and Hungarian ones started being re-organized. In the 20ies – 30ies in the Subcarpathian Rus as there appeared real national secondary schools (real grammar schools) in which students were mainly Ukrainians. In real grammar schools with their utilitarian nature of the content of education there could be traced the growth in the number of students due to improved access to those institutions. However, gradually, the trend towards Czechization could be traced, a number of forms with Czech as the language of teaching were opened. The Academy of Sciences in Prague, having researched the language issue, decided that the language the “Subcarpathian Rus people” were speaking was identical to the Ukrainian language of the Halychyna people, therefore Ukrainian was acknowledged to be the language of teaching at Ukrainian real grammar schools. All in all, as of 1933 Ukrainian real grammar schools in Berehovo, Khust, Mukachevo and Uzhhorod had 46 forms, parallel Czech units in Khust, Mukachevo and Uzhhorod had 20 forms, parallel Hungarian units in Berehovo had 12 forms, the reformed Jewish grammar school in Mukachevo had 8 forms. In total there were 9 secondary schools.

**Keywords:** real secondary educational institutions, Subcarpathian Rus, Transcarpathia.

When the tasks of a new educational system creation are being implemented, of particular importance there becomes training of specialists who would be competitive in the labor market. We regard the search of ways of improving the academic process relating to obtaining high-quality knowledge, forming skills and abilities as an important aspect in the functioning of contemporary secondary and high schools. That will be promoted by clarification of the peculiarities of real grammar schools development in the Subcarpathian Rus. Since to implement the above it is necessary to apply not only modern innovative approaches to teaching process organization but historical pedagogical achievements as well.

The present article aims to research the aspects of evolution and development of secondary real educational institutions in the Subcarpathian Rus.

Among contemporary researchers in the sphere of history of real education there stand out with their works I.Ye. Kurlyak, S.B. Laba, B.M. Stuparyk, D.I. Penishkevych, I.M. Petryuk etc. However, the issue of studying the peculiarities and ways of development of the content of real education remains to be poorly researched.

As it is known, after World War I under the Treaty of Saint-Germain-en-Laye dated September 10, 1919 the Czechoslovak Republic undertook a commitment to arrange Transcarpathia as an administrative unit entitled the "Subcarpathian Rus" with an independent Seim and autonomy in the matters of language, school, religion and local governance.

Schools in the Subcarpathian Rus were managed by the Ministry of Schools and People's Education assisted by the Land School Report in Uzhhorod. In 1928 when the land governments were founded, the school report became part of the land government and issued its decrees on its behalf. Supervision over all the people's and secondary schools was done by a school inspector of the school report<sup>6,p.104</sup>, and that was always to be a Czech. When the first school referent of the Subcarpathian Rus J. Peshek came to hold his position on September 17, 1921, the situation with Ukrainian schools in the Subcarpathian Rus was very poor. Only two town schools were Ukrainian, 1.131 pupils studying in them.

From the organizational point of view, all the schools of the Subcarpathian Rus were divided by V. Klyma in his article of the year 1936 as follows: a) people's schools, kindergartens, village schools, town schools, special schools; b) secondary schools: grammar schools, teacher training seminaries, professional schools<sup>6</sup>.

In spite of the language chaos in the land, Rus (Ukrainian) town schools started to be set up and Hungarian ones started being re-organized.

Taking into account the fact that there was a serious political and cultural struggle between the supporters of different trends in the land, the Academy of Sciences in Prague, having researched the language issue, decided that the language the "Subcarpathian Rus people" were speaking was identical to the Ukrainian language of the Halychyna people, therefore Ukrainian was acknowledged to be the language of teaching at Ukrainian real grammar schools. However, at the end of the period under study a tendency towards Czechization and Russification of textbooks used in real grammar schools of Transcarpathia could be traced.

Curricula and syllabi for all types of schools were compiled following the programs for Czechoslovakian schools, taking into account language peculiarities of the Subcarpathian Rus<sup>6</sup>. As analysis of the syllabi of real grammar schools shows, some changes were made in them very often (in 1920, 1921, 1925, 1927, 1929 1930, 1932, 1933). Let us indicate that unlike classical education of which the study of classical culture was the content, real education was focused on the students' mastering of practical knowledge. The didactic system of real secondary schools was based on a profound study of natural sciences and mathematical disciplines as well as new languages. In real grammar schools with Ukrainian as the language of teaching students studied the Law of God, Ukrainian, Czech, Russian, Latin, German and French languages, history, geography, mathematics, natural science, chemistry, physics, descriptive geometry, drawing, propaedeutics of philosophy, penmanship, calisthenics, singing<sup>22-25</sup>.

Studies in real grammar schools lasted for 8 years. They accepted students after 4 classes of education in the people's school. Those willing to go to the 5th form of the grammar school after the 4th form of the town school had to study Latin and French and take a supplementary exam<sup>5</sup>. It should be indicated that at that time considerable changes took place in the composition of grammar school students, since grammar schools, the same as town schools, starting with the 20ies of the XX<sup>th</sup> century, became co-educational. Mainly village students, children from the poorest strata of the society were accepted to secondary schools with Ukrainian as the language of teaching. In that way the foundation for a new national conscious Ukrainian intelligentsia was laid down. Those students got financial allowances and could stay in the boarding schools on a free-of-charge basis<sup>6</sup>. Students with high performance and good conduct were made exempt from the tuition fee payment<sup>15</sup>. Besides that, money was allocated to pay bonuses to the best students.

Studies lasted for two semesters that were interrupted by Christmas and Easter holidays<sup>27</sup>. At the end of the first semester the students were given their semi-annual certificates, and at the end of the second semester they were given annual certificates<sup>17</sup>. Real grammar schools underwent annual inspections. Studies in grammar schools, the same as earlier, were to be completed with matura (a maturity exam)<sup>14</sup>. After the grammar school matura young people had a chance to move to university, high technical school or academy<sup>5</sup>.

Many graduates of Transcarpathian real grammar schools became outstanding people of the land, famous not only in Ukraine but beyond it as well. Ukrainian real grammar schools joined in bringing up conscious national elite – Ukrainian intelligentsia that was fighting for the independence of its people in the complicated years of armed struggle, and part of the best representatives of which destroyed by the Communist propaganda perished in the Stalin camps<sup>19</sup>.

With the support of J. Peshek who favoured Ukrainians, three secondary schools–grammars schools in 1919 were transformed into state real grammar schools with Ukrainian as the language of teaching, and those who had studied in Uzhhorod and Mukachevo in Hungarian before got a chance to finish their studies<sup>26</sup>.

The specificity of real grammar school in Berehovo was that Hungarian parallel forms were left there<sup>10</sup>. Of special importance for Ukrainians was Ukrainian state real grammar school founded in Khust in 1921.

Over two years (1937-1938) in Uzhhorod, besides a real one<sup>3,4</sup> there was functioning one more Ukrainian grammar school that belonged to the order of Basilian fathers. The institution functioned as a 4-year humanistic grammar school where religion, Ukrainian, Czech, Latin and German, history, geography, mathematics, natural science, physics, construction geometry, drawing and penmanship, calisthenics and singing were taught<sup>7</sup>.

Czechization was manifested in the setting-up of parallel Czech real grammar schools when there already existed secondary educational institutions. Thus, in 1922 there were set up parallel Czech schools in Uzhhorod, since 1925 one was set up affiliated with the grammar school with a clearly manifested Moscow-orientation direction – Mukachevo one, since 1929 – in Khust. In 1924 a Jewish reformed real grammar school with the Jewish language of teaching was set up in Mukachevo.

All in all, as of 1933 Ukrainian real grammar schools in Berehovo, Khust, Mukachevo and Uzhhorod had 46 forms, parallel Czech units in Khust, Mukachevo and Uzhhorod had 20 forms, parallel Hungarian units in Berehovo had 12 forms, the reformed Jewish grammar school in Mukachevo had 8 forms. In total there were 9 secondary schools<sup>13</sup>. It became possible to set up Ukrainian real grammar schools in the period under research due to the work of cultural and educational figures of Transcarpathia A. Alyskevych, J. Peshek, Yu. Revay etc.

Proper condition of the educational institutions under research was closely monitored. On that condition there depended whether private real grammar schools got the right to issue state-recognized certificates or not<sup>1</sup>. Of importance for secondary educational institutions was availability of boarding schools where students from remote areas could reside<sup>18</sup>. In the premises of former real schools and grammar schools left up till now there can mainly be found modern secondary schools, grammar schools. And in the premises of the former Uzhhorod real grammar school there is one of the academic buildings of the Uzhhorod National University.

Of particular importance in real-orientation educational institutions was study of the subjects of mathematical and natural sciences cycle based on the natural research and experiment basis<sup>21</sup>. Changes in the teaching methods in the late XIX<sup>th</sup> century required creation of laboratories, workshops, gyms, school fields etc. Already at the beginning of the XX<sup>th</sup> century the number of workshops and laboratories increased drastically<sup>20</sup>. For instance, in the newly built three-storey building of the Khust real grammar school the teaching process took place in different rooms. It can be seen from building drawings of the Khust real grammar school<sup>17</sup> that the building contained spacious rooms, a room for drawing classes, cabinet of physics, natural science, history and geography, gym, cabinets for professors, library premises etc<sup>2</sup>.

Rooms and laboratories contained the necessary furniture inventory. A spacious gymnasium of the real grammar school in the city of Khust was equipped with benches, wall bars, suspension cables and a device for exercises on rings. The list of the necessary furniture, copies of drawings and detailed descriptions of some objects for the premises of the cabinet of physics of that very real grammar school comprised 10 sheets<sup>8</sup>. The furniture inventory for the cabinet of physics presupposed availability of an in-built cupboard for physical devices, cupboards for chemical agents, glassed-in wall cupboards, dimout curtains with a lifting mechanism, a desk for the laboratory of physics equipped with water and power supply, a professor's desk, desks for practical classes and desks for collections in physics, a wall console for scales, a photography desk etc. The directorate of the grammar school maintained some correspondence with the Land Government of the Subcarpathian Rus to meet those needs<sup>16</sup>.

In the natural history museum of Berehovo grammar school there is still kept a very rich collection of exhibits used for teaching natural science in the real grammar school of Berehovo. In the 1937/1938 academic year the cabinet of natural science of that grammar school had 1.945 units of educational aids<sup>11</sup>. They included numerous stuffed animals, skeletons, eggs, insects, wet specimen of animals, models, rock samples etc. In the words of the researcher of Berehovo grammar school's history M. Keniyz, the collection of exhibits for teaching chemistry is currently available in the Uzhhorod University. Devices for studying physics are still kept in the premises of the former State High Real Grammar School in Berehovo. Such teaching aids enabled to have a high-quality teaching process with a high degree of use of visual aids.

Specially built buildings in which real educational institutions were located usually had two or three storeys, they were equipped with water supply, power supply systems etc. Some constructions contained gyms (Khust, Berehovo), a lift (Khust), boarding schools for the students from remote areas to reside there. Change in the teaching methods led to the increase in the number of special rooms, workshops, laboratories etc. at the end of the XIX<sup>th</sup> century.

Thus, in the 20ies – 30ies in Transcarpathia in the Subcarpathian Rus as in an autonomous land of Czechoslovakia there appeared real national secondary schools (real grammar schools) in which students were mainly Ukrainians. In real grammar schools with their utilitarian nature of the content of education there could be traced the growth in the number of students due to improved access to those institutions. However, gradually, the trend towards Czechization could be traced, a number of forms with Czech as the language of teaching were opened. To achieve their goal real educational institutions had proper material and technical provision that was secured due to state or private funding.

However, didactic peculiarities of the development of secondary educational institutions of Transcarpathia of the XIX<sup>th</sup> century require further scholarly research.

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