

The Evolution of Secondary School Reforms in Ukraine in the 2nd Half of the 19th – the Beginning of the 20th Centuries

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Abstract

The article deals with evolution of secondary school reforms in Ukraine in the 2nd half of the 19th – the beginning of the 20th centuries. Secondary school reforms in Ukraine were particularly dynamic in the investigated period due to rapidly changing society needs as a result of political, economic and cultural changes. In this period Ukrainian territory was under the rule of two empires. The peculiarities of secondary school reforms on the territories that were subject to both the Austrian Empire and Russia have been singled out. The directions, strategies and principles of innovations in the system of secondary schools on both territories have been compared.

Key words: education, secondary, school, gymnasium, schoolchildren.

Introduction

Nowadays introduction of secondary school reforms is vital for modern education quality improvement. Effective contemporary educational reforms are impossible without taking into account positive experience of previous generations. The educational processes of the past centuries had direct influence on the development of schooling in Ukraine in the second half of the 19th – the beginning of the 20th centuries. The secondary school reforms in Ukraine were particularly dynamic in the investigated period due to rapidly changing society needs as a result of political, economic and cultural changes. In this period Ukrainian territory was under the rule of two empires. East Halychyna, North Bukovyna and Zakarpattia, were subject to the Austrian empire, other territories of Ukraine stepped back to Russia and got the name of Naddniprianschyna.

The aim of the research is to trace the evolution of secondary school reforms in Ukraine in the 2nd half of the 19th – the beginning of the 20th centuries.

Materials and Methods

In the process of research the following methods of data collection have been used:

- ✓ Bibliographic search (the study of archive and library catalogues, library stocks, descriptions of bibliographic editions; reviewing, special purpose analysis of Ukrainian historical, pedagogical literature and press of the investigated period);

- ✓ Chronological, comparative and statistical analyses (curricula, programs, textbooks, school legislation data treatment);
- ✓ Systematization and theoretical generalization (formulation and substantiation of conclusions as a result of conducted research).

Results and Discussion

Russian government simultaneously carried out both educational reforms and repressions against Ukrainian culture.

In the reign of Mykola I (1825-1855) educational policy was determined by complete oppression of personality of both teacher and student. A teacher had to blindly obey the authority, and a student had to be fully devoted to Orthodoxy, autocracy and Russian people. The director of gymnasium provided the curator of educational district with the following information about every undergraduate: the language they speak, whether they demonstrate improvements in Russian, their attitude to religion, whether they are not inclined to free-thinking, whether they are devoted to Russia (Siropolko, 2001:305).

The curator of Kyiv school district D. Bibikov kept teachers and schoolchildren under almost police supervision. In 1839 he ordered all citizens and police representatives to closely follow teachers and schoolchildren and to inform on them directly to him (Siropolko, 2001:306).

In 1856 a well-known surgeon, Professor Mykola Pirohov, wrote the article “Voprosy zhyzni” that was published in the magazine "Morskoj Sbornik". In the article he stated that school must prepare a child to be an individual, thus, proclaiming a panhuman ideal of education. The article was a great success and in September, 1856 Mykola Pirohov became the curator of Odesa school district, and in 1858-1861 – the curator of Kyiv school district. His articles always brought novelty into the school structure of tsarist Russia. He limited the use of corporal punishments, introduced literary conversations of schoolchildren in gymnasia, trial by fellow schoolchildren in higher forms of gymnasia, increased the importance of a teacher at school (Siropolko, 2001:306-307).

The successors of M. Pirohov were distinguished by implacable hatred to Ukraine. Oleksandr Shirinskyi-Shimanov was especially marked by denunciation for M. Drahomanov as ukrainophile, by burning 500 copies of fables collections by L. Hlibov, withdrawal of the best

works in natural sciences, physiology and geology from the gymnasia libraries (Siropolko, 2001:309-310).

In secondary schools of Naddniprianschyna Russian curricula and programs were used and the subjects were taught in Russian. Starting from the second half of the 19th century Russian government pursued a policy of continuous Russification of Ukrainian culture and education. Both Valuievskiy (1863) and Emskiy (1876) decrees forbade publication of Ukrainian scientific, artistic and pedagogical editions, Ukrainian theatrical performances, teaching in Ukrainian in primary school. Furthermore, in 1847 a secret circular appeared aimed at withdrawal of "Story of Ukrainian Nation" (1846), "Ukraine" (1843) by P.Kulich, "Kobzar" by T. Shevchenko, "Ukrainian ballads" by M. Kostomarov and works by M. Chernyshenko from the gymnasium libraries of Kyiv educational district, as they were considered untrustworthy (Babina, 2000:5).

The Regulation of 1864 defined the following types of male secondary schools: gymnasia with the Latin language (50 %), gymnasia with two classical languages (Latin – since the 1st form, Greek, – since the 3rd form) (25 %), real gymnasia without classical languages (25 %) (Siropolko, 2001:313).

Since 1849 bifurcation took place in gymnasia: special lectures were introduced in Russian and Slavic languages, mathematics and legislation for those, who prepared to military service, Latin - for those, who decided to enter the university, Greek - for all interested ones. General subjects from the 4th form were the following: religion, the Russian and Slavic languages, mathematics, physics, geography, history, the German and the French languages, drawing for interested ones. Since 1852 the distribution of subjects in gymnasia was slightly changed: religion, the Russian language, the Latin language (from the 2nd form) the Greek language (from the 4th form), geography, history, mathematics, the German language and the French language, calligraphy, drawing for interested ones (Siropolko, 2001:305-306).

Statute of gymnasia and progymnasia (1864) stated equality in secondary education for all people, regardless of their social statues and beliefs. According to it all gymnasia were divided into classical and real with 7 years of studies. Classical gymnasia provided education in humanities that was based on ancient (classical) languages – Latin and Greek. In real gymnasia children had more hours of mathematics and natural history at the cost of hours for humanities. Whereas classical gymnasia graduates had the right to enter universities without

exams, real gymnasia graduates could only enter higher technical institutions. According to the Statute 4-year educational establishments called progymnasia appeared. They corresponded to the first four forms of classical gymnasia. Progymnasia graduates could enter the fifth form of classical gymnasia.

In accordance with Regulations of 1871 all gymnasia became classical. The term of studies lasted 8 years (2 years in seventh form). A considerable emphasis was placed on the study of ancient languages; cosmography was substituted by mathematical geography. The amount of hours for calligraphy, drawing, drafting, history and religion was diminished. Once again the study of logic was introduced. Mechanical learning and cramming was put in the heads of children in gymnasia, every independent thought was repressed. Denunciations and whispering were encouraged.

In 1860 The Institute of Noble Maidens in Kyiv was turned from 6-year into 7-year school, and in 1878 it already accepted the girls of lower classes. The course of female gymnasia lasted eight years. The eighth form was aimed at preparation of teachers and home nursery governesses. In the program of studies instead of classical languages that were studied in male gymnasia natural history was introduced (Siropolko, 2001:325-326).

The Regulation "About the reduction of gymnasium education" (1887) is known as The Regulation "about cook-housekeeper's children" limited the access to education for children of working people with the purpose of limiting the amount of students from "ignoble families", as students were considered to be the main driving revolutionary force.

With beginning of a new century the examination process and study of the classical languages were facilitated. Writing examinations in classical languages were cancelled, teachers councils of gymnasia got the right to transfer successful students to the next form without examinations. Latin was cancelled in first and second forms of male gymnasia and progymnasia, and Greek – in the third and fourth. All students of secondary schools with the mark not less than "satisfactory" in every subject were transferred to the next form without examinations (Siropolko, 2001:426).

Revolution of 1905 compelled the Ministry of Education to pay attention to educational needs of population. The draft bill about the implementation of general education was brought before the State Duma and was based on following principles:

- ✓ All children aged 8-11 had to pass a 4-year school course;

- ✓ School had to provide its services to children in a radius less than 3 km;
- ✓ One teacher mustn't teach more than 50 children;
- ✓ General education had to last for 10 years;
- ✓ School education had to be free.

However, the draft wasn't considered (Siropolko, 2001:427).

On the territories that were subject to both the Austrian Empire the situation was slightly better. Revolutionary events in the Austrian Empire of 1848 speeded up the abolition of serfdom in Halychyna. The constitution adopted in Austria outlined favourable conditions for the development of Ukrainian schooling (Vas'kovych, 1996:16). Revolution of 1848 forced the Austrian government to adopt the constitution and give certain facilitations to the people that inhabited the empire. Hence, in 1848 Supreme Ruthenian Council was created in Lviv that came forward for the development of the Ukrainian language and schooling.

Educational policy in Halychyna was determined by Articles 17 and 19 of Basic Law on the General Rights of Nationals proclaimed the following:

- Knowledge and its teaching were free.
- Every national who had furnished in legally acceptable manner proof of his qualification had the right to found establishments for instruction and education.
- Instruction at home was subject to no such restriction.
- The Church or religious society concerned shall see to religious instruction in schools.
- The right to supreme direction and supervision over the whole instructional and educational system lies with the state (Austria - Basic Law, 1897)

In the end of 19th century Halychyna was one of the poorest in Europe. Absence of basic export commodities such as a wheat or sugar beet and competition from highly industrialized provinces such as Bohemia, Lower Austria and Moravia was one of the biggest economic problems in Halychyna. It remained agrarian society with insignificant stock accumulation, poorly developed domestic trade, low level of urbanization, almost unnoticeable industry, lowest earnings and highest percent of surplus labour force in the empire (Sybtelnyi, 1993:383).

Low level of economy in Halychyna resulted in the fact that at the beginning of the 20th century a considerable industrial centre failed to be formed and the bulk of population (78,4%) lived in villages (Blahyi, 1999:8). Many peasants went for seasonal jobs to western provinces of Austria, Hungary, Germany, emigrated to Canada, USA, Brazil and other countries. 700-800

thousand people from Western Ukraine drove out to foreign countries during 1890-1913 (Kondratiuk, 1994:113).

The reform of 1869 helped the development of Halychyna schooling. The government of the Austrian Empire proclaimed free compulsory primary 6-year education, the right to be taught in mother tongue. Communities and religious organizations got the permission to create private schools (Kurliak, 1995:145). However, as a result of poverty many Ukrainian children did not have the opportunity to attend school. Besides, in most schools the studies was conducted in foreign languages: East Halychyna - Polish, North Bukovyna - German, Romanian, Zakarpattia - Hungarian.

Classical gymnasia provided education in humanities. They were the most prestigious. Curriculum of classical gymnasia allocated 35% of teaching hours to Greek and Latin. Whereas all languages (Ukrainian, German and Polish) accounted for 65% of teaching hours, only 20% of teaching hours was allocated to mathematics and natural sciences (Blahyi, 1999:8).

Studies in classical gymnasia lasted for 8 years. Lower gymnasium provided universal education necessary for practical necessities. Higher gymnasium gave an opportunity to enter university.

The list of the subjects taught in classical gymnasia was as follows:

- ✓ Religion – in all forms 2 hours per week (in the 1st form – catechism, in 2nd and 3rd forms – biblical history, in 4th forms – liturgics, in 5th and 6th forms – dogmatics, in 7th form - ethics, in a 8th form – history of church);
- ✓ Latin – in the 1st and 2nd form 8 hours per week, in 3rd -8th form 6 or 5 hours per week;
- ✓ Greek – in 3rd -8th forms 5 or 4 hours per week;
- ✓ Mother tongue – in all forms 3 hours per week;
- ✓ 2nd new language;
- ✓ Geography and history in all forms 3 hours per week;
- ✓ Mathematics – in all forms 3-5 hours per week;
- ✓ Natural sciences (Natural history or Physics) –2-4 hours per week;
- ✓ Philosophical Propaedeutic (Logics and Psychology) – in 7-8 forms 2 hours per week.

Other subjects were not compulsory.

Local state and school administration controlled the development of Ukrainian gymnasium education in Halychyna very thoroughly. According to the law of 1867 in existing

middle educational establishments, except Lviv Academic gymnasium, the Polish language became the language of studies. Opening of new Ukrainian gymnasia could take place only on the basis of separate decision of Galytskyi Sejm. Ukrainian gymnasium couldn't be opened in those cities, where there was no Polish gymnasium, so that Polish children did not attend foreign educational establishment. Such policy resulted in the fact that 41 Polish and only 4 Ukrainian state secondary schools were founded in Halychyna for 40 years. By 1895 there was the only Ukrainian state secondary school – Lviv Academic gymnasium (Blahyi, 1999:19).

Since 1909 real gymnasia and real schools appeared beside classical gymnasia. Less time was dedicated to studies of languages. The Greek language was substituted by the English language or the French language and the teaching hours were halved. Mathematics, natural sciences and descriptive geometry were studied deeply than in classical gymnasia.

In real schools the number of teaching hours for a week was 50 hours less in comparison with classical and real gymnasia. It took place since Latin, Greek and Philosophical Propaedeutic was not taught at all and history hours were diminished. Instead, teaching hours for mathematics and drawing doubled and teaching hours for physics and chemistry increased as well (Blahyi, 1999:22).

In 1897 women got the right to enter universities. Female lyceums with 6-year term of studies appeared since 1900. They were aimed to provide women with appropriate general education, higher than in primary schools and to prepare them to professional education. Special emphasis was put on modern languages and literature. Beside compulsory subjects (religion, Polish, two modern European languages, history, geography, mathematics, natural history) women also studied optional subjects (singing, stenography, typewriting, “women works”). However, lyceums provided lower level of knowledge compared to gymnasia and after graduation women didn't have the right to obtain higher education. Consequently, feminist societies started movement for state gymnasia for women. The government was indifferent to such demands and no gymnasium was founded by World War I. Nevertheless, the reform of lyceums that divided the studies into lower (4-year) and higher (2-year) levels took place in 1912. For lyceum students that wanted to continue education at universities 2-year courses were organised to prepare them for maturity certificate exams. Thus, lyceum graduates could get the certificate of secondary education that was equal to gymnasium or real school certificate and gave them possibilities to enter higher educational establishments (Blahyi, 1999:24-25).

An increase, though very slow, of the number of state Ukrainian gymnasia contributed to the fact that higher percent of Ukrainians had the opportunity to get secondary education in mother tongue. During 1900-1901 schoolyear 43,9% of all Ukrainian gymnasium students studied in Ukrainian gymnasia, whereas in 1910-1911 schoolyear this index grew to 57,5% (Blahyi, 1999: 20).

Conclusions

On the whole, the reforms of secondary school education that took place in the 2nd half of 19th – the beginning of 20th centuries represented certain achievements. However the imperial governments of the Austrian Empire and Russia were not interested in the development of Ukrainian culture, being rather afraid of an increase of national consciousness of Ukrainian people.

On the territories that were subject to both the Austrian Empire the situation was slightly better, as there was a possibility to study mother tongue. The number of secondary schools grew slowly and didn't meet the needs of all children wishing to enter it. Ukrainian people realized that without the change of the political regime it was impossible to hope for national revival and development of the Ukrainian culture.

Deviation from classical learning and advocacy of real sciences were closely interconnected with growing necessities of society for professional intelligentsia services.

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