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ДІЯЛЬНІСТЬ ШКІЛЬНИХ ІНТЕРНАТІВ ЗАКАРПАТТЯ ПЕРШОЇ ПОЛОВИНИ ХХ СТОЛІТТЯ

Анотація. Створення та функціонування опорних закладів освіти зумовлює проблему забезпечення школярів умовами для проживання в разі відсутності можливостей для їх щоденного підвезення до опорного закладу освіти. Саме це й актуалізує проблему створення шкільних гуртожитків або шкільних інтернатів. Шкільні інтернати діяли на території Закарпаття ще в першій половині ХХ століття.

Мета дослідження – провести ретроспективний аналіз діяльності шкільних інтернатів у Закарпатті першої половини ХХ століття.

Методи дослідження: пошуково-бібліографічний – з метою вивчення архівних, бібліотечних каталогів, фондів, описів та бібліографічних видань; контент-аналіз архівних джерел та матеріалів щодо діяльності шкільних інтернатів.

У статті здійснено огляд діяльності шкільних інтернатів у Закарпатті першої половини ХХ століття, поява яких зумовлювалася прийняттям в 1868 р. Закону «Про освіту», відповідно до якого на території закарпатських земель, що входили до складу Австро-Угорської імперії, розпочалась стрімка розбудова освітніх закладів – від народних початкових шкіл до горожанських, а також гімназій, ліцеїв, вчительських семінарій. Переважно ці заклади знаходилися в низовинній частині сучасного Закарпаття в містах Ужгород, Мукачево, Берегово, Надь Севлюш, відтак учні віддалених та гірських районів потребували умов для проживання за місцем навчання. Шкільні інтернати організовувалися державним коштом та за підтримки приватних осіб, благодійних організацій. Шкільні інтернати передбачали цілодобове перебування вихованців та організували їх життєдіяльність у вільний від навчання час. Для забезпечення діяльності шкільного інтернату призначався управитель, префекти (педагогічні наставники, вихователі), духовний управитель, а також допоміжний персонал.

Ключові слова: навчання, виховання, шкільний інтернат, Закарпаття.

THE TRANSCARPATIAN BOARDING SCHOOLS ACTIVITY IN THE FIRST HALF OF THE XX CENTURY

Abstract. The basic educational institutions establishment and operation causes the problem of providing students with living conditions in the case of opportunities absence for their daily transportation to the basic educational institution. That actualizes the problem of creating school dormitories or boarding schools nowadays. Boarding schools also operated in Transcarpathia in the first half of the twentieth century.

Purpose of the study is to provide a retrospective analysis of the boarding schools activity in Transcarpathia in the first half of the twentieth century.

The methods: search and bibliographic in order to study archival, library catalogs, collections, descriptions and bibliographic publications; archival sources content analysis and materials on the boarding schools activity.

Results. The article reviews the boarding schools activity in Transcarpathia in the first half of the twentieth century, the emergence of which was due to the adoption in 1868 of the Law "On Education", according to which the Transcarpathian lands, part of the Austro-Hungarian Empire, began educational institutions' rapid development from public primary schools to civic ones, as well as gymnasiums, lyceums, teachers' seminaries. Mostly these institutions were located in the modern Transcarpathia lowlands in the cities of Uzhgorod, Mukachevo, Beregovo, Nad Sevlyush, so students from remote and mountainous areas needed living conditions at the place of study. Boarding schools were organized at public expense and with the support of private individuals and charities. The boarding schools provided round-the-clock students' staying and organized life activities in their free time. To ensure the boarding schools activity, a manager, prefects (pedagogical mentors, educators), a spiritual manager, as well as support staff were appointed.

Keywords: education, upbringing, boarding school, Transcarpathia.



INTRODUCTION

The problem formulation. The education system in Ukraine in recent years is gradually approaching to European educational standards through the introduction of reforms related to legislation, management, reorganization of educational institutions, forms of the educational process organization ect. These changes inevitably lead to the necessity of solving the territorial accessibility problem of full general secondary education, as referred to in the Article 13 of the Law of Ukraine "On Education" (2017) and the establishment of support institutions and their branches for the "acquisition of general secondary education, rational and efficient use of available resources and material and technical base" (Zakon Ukrainy «Pro osvitu», 2017). The creation and functioning of "basic educational institutions" issue has resonated in Ukrainian society, as the way of solving a number of problematic issues (basic schools selection, their material and technical support and staffing, etc.) have not been formulated yet. It is also an important issue to provide students with living conditions in the absence of opportunities for their daily transportation to a basic educational institution. Obviously, the problem of creating school dormitories or boarding schools is timely. Note that in European practice, such institutions have a long history of operation. Boarding schools also operated in Transcarpathia in the first half of the twentieth century.

Historical and pedagogical dimension of the boarding schools' formation and development process was the subject of scientific research of V. Vinogradova-Bondarenko, L. Grebin, V. Zolotoverkh, O. Parashevina, I. Plugator, V. Pokasya, L. Ryabkina, N. Sultanova, T Yanchenko and others. The boarding schools activity issue was studied in Ukraine during 1925-1970 in B. Garbarets' dissertation "Boarding schools, their role in the implementation of universal education, improving the education quality and upbringing of students (on the materials of the Ukrainian SSR)" (Harbarets, 1970). In particular, the features of boarding schools' educational work are determined, the efficiency of educators', parents' and the public common work is analyzed; the requirements to the boarding school educator's work, daily routine maintenance, students' meals, etc. are justified in the dissertation. The boarding schools development in Transcarpathia in the first half of the twentieth century was not the subject of a separate study, which determines the relevance of studying such institutions activity experience in historical retrospective, as its objective analysis will highlight positive achievements and avoid mistakes in the future.

AIM AND TASKS RESEARCH to conduct a retrospective analysis of the boarding schools activity in Transcarpathia in the first half of the twentieth century.

RESEARCH METHODS: search and bibliographical was used with the aim of studying archival, library catalogs, collections, descriptions and bibliographic publications; content analysis of archival sources and materials on the activities of boarding schools.

RESULTS OF THE RESEARCH

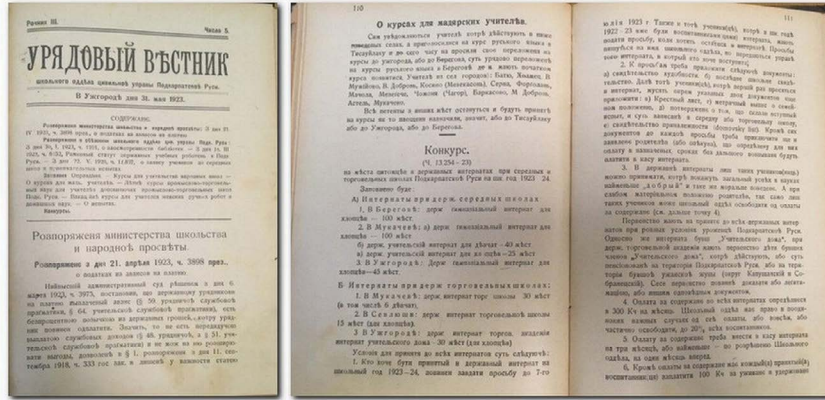
Encyclopedic literature mainly treats "boarding school" as a closed institution (from the Latin Internus - internal) of different direction and profile (boarding house, sanatorium boarding school, boarding school etc.). As for the concept of "boarding school", in the Ukrainian Soviet Encyclopedia it is interpreted as "a dormitory at a secondary school for students in grades 1-10 who live more than 3 km from the school. Students are provided free of charge with all common items, bed linen, hot three meals a day. Educational work is carried out by an educator who has a pedagogical education" (Ukrainska Radianska entsyklopediia, 1961). In the "Ukrainian Pedagogical Dictionary" - "boarding school - in Ukraine and other CIS countries, a dormitory for students at primary (nine-year) and secondary schools. Boarding schools are organized for children who live three or more kilometers from the school; serves as one of the means that ensures the normal completeness of the school, the class size (Honcharenko, 1997, p. 148). In Transcarpathia in the first half of the twentieth century, boarding schools were also created and operated, their appearance is due to the fact that after the adoption in 1868 of the Law "On Education" in the Transcarpathian lands, the part of the Austro-Hungarian Empire, began rapid development from public primary schools to civic ones, as well as gymnasiums, lyceums, and teacher's seminaries. Mostly these institutions were located in the lowlands of modern Transcarpathia in the cities of Uzhhorod, Mukachevo, Beregovo, Nad Sevyush (modern Vynohradiv - M.Ch.). Also note that during the first half of the twentieth century. Transcarpathian lands were under the state-territorial subordination of such states as Austria-Hungary, Czechoslovakia, Hungary, which also affected the educational processes in the region.

Thus, boarding schools in Transcarpathia within the study period were intended mainly to organize the low-income families' children's staying. The already mentioned law provided the gifted students from poor families an opportunity to continue their education in high school, in seminaries, gymnasiums and trade and craft schools. Therefore, at each urban and craft school, boarding schools were organized at public expense, as well as with the support of individuals and charitable organizations. According to the pedagogical periodicals of the time, the state maintained boarding schools in Uzhhorod at a real gymnasium, trade academy and craft school; in Berehove at the real gymnasium; in Mukachevo at the teacher's seminary and trade school; in Sevyush at the ironworking and trade school, as well as at the craft school for woodworking in the village of Yasinya. Private boarding schools were opened by the "School Aid" Union in Uzhhorod (for boys) and in Mukachevo (for girls), two boarding schools were opened in Khust at the gymnasium and another in Uzhhorod at the civic school, which acted during 1925-1931 (Uriadovi vistnyk shkolnoho oddila tsyvylnoi upravly Podkarpatskoi Rusy, 1923, p. 110 -112). Every year on the eve of the school year, the above educational institutions together with the School Board of Subcarpathian Russia announced a competition for places of residence in the boarding school (Pic. 1):

As can be seen from Pic. 1, at the beginning of the 1923-1924 school year in Subcarpathian Russia, boarding schools held a competition for accommodation of public high school students (a gymnasium boarding school for boys with 100 seats in Beregovo; a gymnasium boarding school for boys with 100 seats and a teacher's boarding school for 65 seats



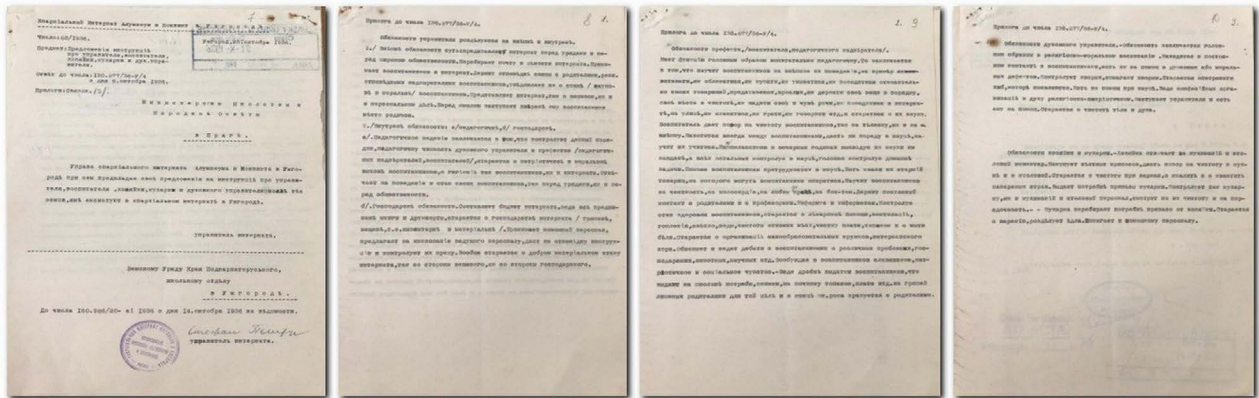
(40 places for boys, 25 places for girls) in Muckachevo; a gymnasium boarding school for boys for 45 places in Uzgorod and state trade schools (in Mukachevo for 24 places for boys and 6 places for girls; in Sevlush for 15 places for boys in Uzhgorod boarding school of the teacher's house at the trade academy for 30 places for boys). The boarding schools specificity was that they could also accommodate students from different educational institutions.



Pic 1. Announcement of enrollment in boarding schools in Subcarpathian Russia

Source: (Uriadovyi vistnyk shkolnoho oddila tsyvylnoi upravly Podkarpatskoi Rusy, 1923, p. 110 -112).

Boarding schools were subordinated to the director of the educational institution to which they belonged. However, with the increasing in the number of pupils, there was a necessity of separating the boarding schools administration from educational institutions. As a result, a new position of the boarding school director or manager has appeared in the staff list. Job descriptions have been developed for all boarding school staff, both administrative and pedagogical and support staff. The corresponding initiative was made by the manager of the diocesan boarding school Alumneum and Konvikt in Uzhhorod Stefan Petrus. The boys who studied at the Uzhhorod Gymnasium, as well as at the Greek Catholic Theological Seminary, lived in this boarding school. Accordingly, in the appendix to the letter of October 26, 1936 for № 83/1936 the Ministry of Education and Public Education (Prague) and the Civil Administration of Subcarpathian Russia (Uzhgorod) provided the distribution of responsibilities of the head, prefect, pedagogical mentor, educator, spiritual manager, hostess and cook (Pic. 2):



Pic 2. Job descriptions for the staff of the diocesan boarding school "Alumneum and Dormitory" in Uzhgorod

Source: (Referat osvity Pidkarpatskoi Rusi, m. Uzhhorod, 1936 r. 1936, p. 7-10).

According to these instructions, the boarding school head's duties are divided into external and internal. External responsibilities are the boarding school presentation to government agencies and the public; responsibility for correspondence with the leading educational bodies, material values of the boarding school; admission and expulsion of pupils, control over their education and moral development; relationship with the parents or the pupils' caretakers, with the educational institution where the pupils study. Internal responsibilities are divided into pedagogical and economic. The pedagogical ones include: control over the spiritual manager's and prefects' (pedagogical mentors, educators) pedagogical activity, responsibility for the pupils before the public and various institutions. Economic responsibilities include: budgeting, the institution material and economic support. The main boarding school prefect's (pedagogical mentor, educator) responsibilities include: ensuring the educational process in the institution; cooperation with teachers and parents/caretakers; monitoring the pupils' health; club work organization in a boarding school; conducting educational classes; accounting of children's small expenses for school needs and the report before parents/caretakers. The spiritual mentor's main duty is to provide religious and moral education for students.



The boarding schools living conditions included: enrollment in an educational institution; for those who are applying for a place in a boarding school for the first time - certificates of "thinness" (here: poverty certificates, printed on special forms, certified by the village headman, notary, school inspector, etc. - M.Ch.); academic performance (both in the previous school and in the current one) at the level of not less than "good"; moral behavior of the pupil; application-consent from parents (caretakers) for staying payment in a boarding school. It is important to note that preference was given to residents of Subcarpathian Russia when settling in boarding schools, and to children of current or former members of the Teachers' House in the boarding school of the Trade Academy in Uzhhorod. Payment for accommodation was 300 crowns per month, but children from low-income families in some cases were exempted from payment or received a discount on 20% of the cost of living. From the above we can state that boarding schools played a major role in supporting gifted students in obtaining opportunities to study in secondary schools. In addition to the social function, boarding schools also had a great educational potential, because living in them required students to be disciplined, contributed to the independence education, in their lives organization of and more.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, among the boarding schools that operated in Transcarpathia in the first half of the twentieth century, an important place is occupied by boarding schools, which were created at gymnasiums, bachelor's seminaries, trade schools and other institutions that provided gymnasium and vocational education. Boarding schools provided round-the-clock pupils' staying and organized their life activities in their free time. To ensure the boarding school activity a manager, prefects (pedagogical mentors, educators), a spiritual manager, as well as support staff were appointed. The boarding schools of that time were prototypes of modern student dormitories, but they performed many more functions, as the pupils were here around the clock, except for the time spent in school, gymnasium or seminary under the mentor's supervision. Today, certain areas of work of boarding schools officials and pedagogical staff are relevant, among them: control over the education and moral development of students living in the boarding school; relationship with the pupils' parents or caretakers, with the educational institution where the pupils study; organization of clubs in the boarding school; conducting educational classes; students' accounting of small expenses for school needs and report to parents/caretakers, etc.

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