SOCIO-EDUCATIONAL ORGANIZATION IN UKRAINE IN THE LATE XIX - EARLY XX CENTURY: TYPES AND AREAS OF ACTIVITY

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Abstract. The article is based on the directions and the content of educational activities of Kyiv social and educational organizations. Those basic types, which were active in Ukraine in the end of XIX – the beginning of XX century were identified. They were the following: scientific-educational establishments, that were intended to facilitate the development of certain types of education or the education in general; scientific and pedagogical societies, which developed the issues of pedagogical theory and their implementation in school practice, popularized their achievements in the field of pedagogy; professional teachers’ organizations, that contributed to the resolution of legal, professional, ethical and financial problems of teaching and popularizing their profession. The similarities of these societies were detected: it was the desire to educate the Ukrainian people, to improve their intellectual and cultural level, to reform the imperial system of education. Keywords: social and educational organizations, scientific-educational establishments, scientific and pedagogical societies, professional teachers’ organizations, educational system reform, imperial epoch, Ukraine.

Introduction
The problem of interaction, interdependence of the authorities and the public was always pressing in the process of national education development. Nowadays various public associations are actively involved in the life of the Ukrainian society. Therefore, the retrospect in the past is appropriate and determined that helps to understand the current state of educational policy, the forecasting of future directions, the definition of strategic actions. The appeal to social activities and educational organizations in Ukraine, which were the part of the Russian Empire in the late XIX - early XX century during the autocratic policy of denationalization and Russification, absence of Ukrainian schools, large-scale social and educational movement for educational reform is more than important.

Historiographical review showed that various aspects of activity of the social and educational institutions in Ukraine are investigated by Ukrainian scientists (L. Berezivska, O.Boreyo, O. Konovets, N. Kopylenko, N. Pobirchenko, N. Seiko, O. Sukhomlynska, L. Vovk, L. Voytova, and others). The purpose of our article is the definition of the types and directions of social and educational organizations by the example of institutions in Kyiv that worked on the territory of Ukraine in the defined chronological limits. This approach explains the fact that in the end of XIX – the beginning of XX century not only various public institutions were concentrated in the center of education and culture in Kyiv, but their affiliates existed in some regions also.

Method
During the research, the following methods were used: general scientific ones (historical and pedagogical analysis, synthesis, generalization, retrospective method, chronological method); they became the basis for study of the reasons of the appearance and the peculiarities of the public organization activity. The historical and genetic method gave the opportunity to conduct the analysis of the social and pedagogical, the economical as well as the cultural conditions of the work of the public organizations; by means of the contrastive method, it was possible to define the types and the spheres of their activity.

Results and Discussion
At that time expansion of capitalist relations in all life spheres has led to the rapid development of science. However, the scientists’ dissatisfaction with the conditions for the academic research and the educational activities in public institutions, especially in the universities, contributed to the creation of scientific societies beyond these institutions, which were less tested by autocratic government as they existed
at the expense of membership dues and private donations. The members of the societies, which gradually turned into the centers of education, were mainly teachers from the higher educational establishments, including universities. One of the main tasks, which the scientific societies set, was to educate social groups.

We enumerate only the most famous of them: the Naturalists Society in Kyiv (1869-1929), the Archaeological Commission (since 1843), the Department of the Russian Geographical Society in Kyiv (1873-1876), the Nestor the Chronicler Scientific Society (1847-1887) and others.

At the same time, in the second half of the nineteenth century, progressive intellectuals have grouped around educational establishments. There were the following organizations in the Kyiv University: the Nature Researchers Society (1869), the Physics and Mathematics Society (1890) and others. Since 1872, the Archaeological Society at the Theological Academy worked in Kyiv. In 1910, the Amateurs Social Awareness Society worked in the Kyiv Commercial Institute, where historical, legal and ethnographic sections were present.

A number of societies were teaching medicine and the control of infectious diseases in particularly, including the Physicians Society in Kyiv (1840). The group of organizations contributed to the development of economic knowledge, they were the following: the Department of the Russian Technical Society in Kyiv (1871), the Department of the Agricultural Industry Society in Kyiv (1876) and others. The problems of physical education tried to solve and popularize various companies, including the Kyiv Gymnastic Society “Sokil”. The following Art Societies brought along to improve the knowledge of the Ukrainian Fine Arts: the Red Arts Society (1886), the Encouragement of Arts Society (1897), the Art Exhibitions Society in Kyiv (1893), the Antiquities Society in Kyiv (1897), the Antiquity and Art Society (1897) (Berezivska, 1999).

Interests of national minorities were also represented by public organizations, that engaged cultural and educational activities among its ethnic minorities, they were the following: the Czech Jan Amos Komensky Instructional and Educational Society in Kyiv, the Polish Women's Union in Kyiv, a number of European organizations – the Care for the poor Jews Children Society in Tarashcha, the Care of the Poor Jews Children Society in BilaTserkva and others.

Charitable Societies gave poor people not only financial aid, but also helped to achieve education, were busy with educational and teaching activities. The most popular of them were the following: the Charitable Society in Kyiv (1843-1872), the Department of the Mariinsky Society of Caring for the Blind in Kyiv (1881) and others. (Kovalynskyi, 1995, p. 70, 114; Kubiovych, 1949, p. 922).

The Students Aid Societies were founded at the educational establishments or as separate organizations. The help for the poor students was the most simple and accessible form of assistance in obtaining knowledge by people. Here are some of them: The Schoolboys and Schoolgirls Aid Society at the 1st Gymnasium in Kyiv, The Schoolchildren Aid Society at the 2nd Gymnasium in Kyiv, The Students Aid Society at the Pyrotechnical Institute, The Students Aid Society at the Commercial Institute, The Students Aid Society of the Commercial University and others. These societies provided educational institutions not only financial, but also educational assistance.

In 1882, the progressive intellectuals founded the Literacy Society in Kyiv (1882-1908) that deployed educational work in Kyiv, Podillya, and Volyn provinces. The departments of this Society existed in Uman, Zvenigorodka, Fastov, Berdichev, Shpola, Smila, Chyhryn, Nemirov, Starokonstantyniv and Kamienets-Podilskyi (The Literacy Awareness Society, 1882, p. 78). The Assistance to Primary Education Society in Kyiv (1882-1918) played an integral role in the development of education according to democratic principles. On the 26th of June, the Kyiv “Prosvita” started its activity. The purpose of the organization was “to help the development of Ukrainian culture and to teach Ukrainian people to speak their mother tongue, working in Kyiv and in the Kyiv province.” (Prosvita, 1906, p. 3; Sukhomlynska, 1986, p. 103).

So, the first type of societies which we selected is the scientific-educational societies that existed in the end of XIX – the beginning of XX century, and were the most numerous. The societies of a general educational character (scientific organizations, which were teaching literary awareness); societies that contributed to the different types of education (commercial, agricultural, female, primary and secondary education societies, etc.); societies with the limited tasks (commissions for organization of people's readings, temperance societies, students aid societies, charities). The societies differed in scale, orientation, activity forms. However, their work had much in common. Almost all the societies had their charter, the program of activities, consisted of real and honorary members. These organizations existed through membership fees, donations, funds collected after the lectures, literary and musical evenings, theatrical performances, sales of
published literature. Their main task was not only in rising literacy of Ukrainian population, but also in ensuring the personal overall development through the dissemination of basic science knowledge. According to the activity nature and the content of the certain societies, it was, in fact, upper level of adults’ education, approximate to the national university.

The main directions of activities of such selected societies were: the opening and promoting activities mostly in elementary and Sunday educational establishments; organization of the national readings, lectures, concerts, theaters and performances; foundation of folk centers, mobile museums of visual aids, pedagogical museums and exhibitions; publication of publicly available art and popular scientific literature for people (adults and children); organization of book stores, spreading across them literature to ensure different types of schools, public libraries and reading rooms with books.

Some commissions, committees and departments were engaged in certain area of activity, they were the following: lecture, library, school and publishing. In practice, the directions and the tasks of the societies were constantly expanded, and the forms as well as the working methods were improved and developed.

The public initiative of Ukraine played a leading role not only in teaching literacy awareness, in the development of different areas of education, but also in the development of pedagogy. In the prerevolutionary Ukraine, there were no public research and teaching institutions. The civil society began to found such first institutions at the beginning of the XX century. The scientific and pedagogical societies were the center of research in the field of pedagogy, like departments of pedagogy in scientific societies and some educational organizations. There were the following ones among them: the Mutual Aid Pedagogical Society in Kyiv (1897-1905); the Society of Classical Philology and Pedagogy in Kyiv (1902), the Society of Folk Kindergarten Society (1907-1917), the Frebelivsky Society (1908-1917), the Region Pedagogical Society in Kyiv (1916) and others. (The Frebelevskiy Society, 1908, p. 4).

Profound scientific, experimental, socio-educational activities were performed in the societies organized by committees (school, lecture, library and publishing activities). There was the Department of Family Education at the Pedagogical Mutual Aid Society in Kyiv; the Extracurricular Students’ Activity and Family Relations in Kyiv was at the Regional Pedagogical Society in Kyiv. The main content of the scientific and educational societies consisted of the reform of education on democratic principles. The typical forms of scientific and experimental work in the field of pedagogy were the following: paper discussions, essays, scientific reports as to different fields of pedagogy, organization of scientific research on selected issues of pedagogy; review of pedagogical works, innovations in pedagogical literature, including the foreign ones; collection and systematization of pedagogical literature, visual teaching aids; foundation of libraries and museums; reviewing of the textbooks; organizing the educational exhibitions, congresses; publication of the works of society members, and progress reports; opening or facilitating the opening of training and preschools institutions for children and adults and others.

Public lectures, courses, pedagogical and general readings were organized in the field of extracurricular education; children's parties, mornings, concerts, plays and other entertainments were arranged; kindergartens, orphanages, centers for poor children, refugee children centers were also opened. Literary and musical evenings, concerts, performances, tours were organized for adults.

In the late XIX - early XX century the issues of the need for a professional association of teachers, leaders of public education were raised. Among their requirements and tasks, the desire to change the political system, to reform education has been emerged. Teachers' societies took an active part in extracurricular activities with adults, organized readings, discussions and evening classes. This activity was also pursued by the tzar's power.

The activity of professional teachers’ associations especially increased during the revolution of 1905 – 1907. At the meetings of organizations, the decrees and resolutions with the requirements were adopted to protect the rights of teachers, to improve their material well-being, to provide school reform and etc. During the rise of Ukrainian national movement, the campaign for Ukrainian schools, teaching was considered to be in mother tongue in educational institutions and at all levels, it took nation-wide importance.

Since 1906, the Ukrainian Teachers and Leaders of National Education Union started its work (Kopylenko, 1993, p. 82). The Union set the task to introduce universal, free compulsory primary education for all the children; to implement the process of teaching in Ukrainian in all national educational institutions. The members of the organization believed that other nations have such right.
The Societies of all the mentioned groups interacted with each other both in Kyiv, Ukraine and in Russia, as well as abroad: corresponded, met at conventions, exhibitions, exchanged experiences and literature.

Conclusion
So, based on the analysis of the directions and the content of educational activities of the socio-pedagogical organizations in Kyiv, we can identify the main types of societies which had been working on the Ukrainian territory in the studied period: scientific-educational ones, which were intended to facilitate the development of the certain types of education or the education of people in general; scientific and pedagogical societies, which developed the issues of educational theory and its implementation in school practice, popularized their achievements in the field of pedagogy; professional teachers’ societies that had contributed to the solution of legal, professional, ethical and financial problems of teaching and popularized their profession. The common features of these societies were the desire to teach people, to improve the educational and the cultural level, to reform the imperial system of education. Later, we will investigate the contribution of the homeland socio-pedagogical organizations in the development of current educational problems of the late XIX - early XX century.

References