

PUBLIC IMPACT ON MANAGEMENT OF SECONDARY SCHOOLS IN THE SECOND HALF OF THE 19TH CENTURY IN UKRAINE

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Abstract: Now, the system of secondary school management in Ukraine is undergoing transformations. However, their effect largely depends on the rational use of historical experience. The article deals with the analysis of activities undertaken by academic community and literacy partnerships in 60-70s of the 19th century through studying regulations, publications in the academic press and scientific contributions of that period which underpinned conclusions of academic community activities to influence school management system. Also, the article reveals instruments progressive part of society used for impacting school management and highlights disadvantage despite valuing community initiatives to transform qualitatively the system of secondary school management. It was experienced by democratic forces of society due to the lack of a coherent and integrated action plan. The study is designed for managers in the academic sector and scholars interested in the problem of transforming secondary school management in Ukraine.

Keywords: school, Ukraine, secondary, public impact, management, education, history.

Introduction

Reforming the secondary school education in Ukraine is impossible without its effective management. It actualizes the problem of critical analysis of not only foreign practice, but the study of previous experience of managing secondary schools in Ukraine. Understanding the past should underpin the development of democratic and rational system of secondary school management. The period of early 60s of the 19th century is considered by historians as a period of great social and economic reforms having led to significant theoretical and practical experience. The problems of schooling that have been solved in the second half of the 19th century are similar to those being faced now. Therefore, to succeed in reforming, we should understand what positive experience of our history is worth adopting and which values and principles brought effect after the secondary school management had been changed in the second half of the nineteenth century, and which did not.

Literature review

The issues of public impact on the secondary school management and its democratization have been discussed by many scholars, including L. Berezivska, M. Bilynska, V. Borysenko, L. Vashchenko, L. Hayevska, A. Hapiyenko, G. Yelnikova, N. Kolyada, V. Kremen, V. Luhovyi, I. Likarchuk, I. Lopushynskyy, S. Mayboroda, N. Pobirchenko, V. Skurativskyy, O. Sukhomlinska, S. Hadzhyradyeva, A. Shevelev, L. Shulga et al. The scientists analyze the role and place of self-financed initiatives in the academic management undertaken by community.

Unsolved elements of the problem

Despite in-depth research in the process of management democratization, the issues of public impact on secondary school management remain unsolved.

The goal. The article aims at analyzing the ways of involving society into the school management.

Main outcomes

Striving to improve the secondary school management leads us to a thorough study of historical experience. The school management on territories of Dnipro acquired systemic symptoms simultaneously with the establishment of government department for education in 1802 [10]. As it is known, the 19th century was marked by reforming the secondary school management in Ukraine. This

was due to profound changes in the Russian Empire, which included territories of Dnipro in Ukraine. In favor of local community, the tsar admitted persons with liberal views to the department for education and lifted some restrictions upon the education management for a short period of the early 60s of the 19th century. Though the community was weaker than the apparatus of government, it fought for participation in the secondary school management. To respond to social demand for education and enhanced quality of educational services, progressive part of local community sought real power to manage schools. In the 60s of the 19th century, temporary or constant public bodies with some responsibilities for education started doing their activities. Various educational journals, libraries, public universities, courses, teachers' conferences, Sunday schools, literacy committees were established and hold in that time [5, p.75].

In 1860, the progressive part of local community got the opportunity of influencing the school management through participating in discussions about draft legal acts. This year, the department for education opened a discussion on draft statutes of primary and secondary schools. Such journals of that time as "Journal of the Ministry of Education", "National Notes", "Education", "Russian Teaching Bulletin", "St. Petersburg News" published discussions on the principles of school management [3, 7, 15, 2, 4]. Public activists among intelligences justified decentralization in school management, eliminating unnecessary reporting and correspondence between educational institution and local authorities, redistribution of responsibilities between the school director and his or her deputy, electing persons directors and new algorithm of appointment candidates as teachers. Also, they offered to empower academic council, ensure transparency of trusteeship councils and simplify the management by subordinating all schools exclusively to the Ministry of Education. Unfortunately, the government did not take into account those proposals, so the revised version did not contain planned democratic developments.

A significant public impact on the secondary school management in the second half of the 19th century was made due to the establishment of a network of Sunday schools and managing them. Interested in educational progressive public activists and intelligences devoted a part of their lives to equipping rooms of primary and secondary schools governed by the Ministry for Sunday schools. These institutions belonged to the category of parish schools. Economic and educational problems of these institutions were democratically solved by meetings of teachers. Anyone might watch the educational process in Sunday schools. A distinguishing feature of these schools was a combination of the state governing and public managing [12 s.377]. At the beginning, the development of Sunday schools was welcomed by the Ministry of Education, Defense Ministry and some members of the clergy. The first Sunday school in Kyiv was opened in the district Kyiv-Podyllyia aristocratic school on October 11, 1859. The second Kyiv Sunday school started working in the building of parish school in the Novoye Stroyeniye district on the 25th of October. In 1860, another two Sunday schools were opened in specially provided buildings of educational institutions governed by the Ministry in Kyiv. For four years (1859-1862), the Kyiv community has been opening seven Sunday schools subordinated to educational and military Ministries. Permission of the Ministry of Education for the establishment of Sunday schools was received by such Ukrainian cities as Bila Tserkva, Gorodyshe, Yelisavetgrad, Zvenigorodka, Kanev, Katerynoslav, Kerch, Nizhyn, Odessa, Poltava, Simferopol, Skvyr, Tarashcha, Uman, Kharkiv, Cherkasy and Chernihiv [1, p.32]. In order to determine the rights and regulate Sunday schools' work, the Department for education issued "Rules for Sunday schools" in 1860. According to the Rules, the trustee of an educational district had to provide permission for opening Sunday schools. In turn, officers and directors of district schools where Sunday schools were located had to monitor their work. Since that time, NGOs and activists, as the founders of Sunday schools, have gained the right to participate in councils of district schools, elect trustees and school administrators with approving candidates by provincial school council and agree appointments of teachers. Sunday schools quickly gained popularity in the society, received public financial support and employed volunteering teachers from among the intelligences. Later, this caused concern of officials and led to more centralized school management. Sunday schools were supervised by school directors, officers and inspectors. Since January 1861, the Tsar has introduced a triple control of the Ministry of Education, Ministry of Internal Affairs and clergy. Facts of the antigovernment propaganda became a reason for the closure of Sunday schools. On the 7th of June, the autocracy closed all Sunday schools in the army, and on the 10th of June, the Tsar's decree closed all "now existing Sunday school and reading rooms" [9, s.243]. Basing on documents reflecting historical events, it can be concluded on the community's need of Sunday schools. These institutions have helped to demonstrate an alternative way of community's joining the secondary school management. Without

direct impact on the existing system of school governance, progressive community was capable of creating its own school with democratic model of management.

In 1861, the Department for education permitted meeting of teachers in Kyiv. The first meeting was held in June 1861, and the second - in 1862 [11, s.475]. In 1864, the meeting of teachers of literature working for district schools was held in Kyiv at the request of the Kyiv district trustee. Also, meetings of teachers were held in different cities of Kharkiv school district (1862), Simferopol (December 1863, January 1864) and Kherson (March, April 1864) and [8], [6, s.349]. Teachers gathered for meetings competently explained issues of public education to officials. The list of problems solved in teachers' forums included the management of public schools. To familiarize the community with the views of teachers on ways of school modernization, meetings were attended by parents and other people concerning in education. Consequently, teachers' meetings stimulated the community's interest and outlined the way of its impact on school management.

Another way of public impact on education management was educational activities undertaken by associations and committees on literacy. In March 1869, in Kharkiv, association for promoting literacy among people started to work due to the initiative of socially active intelligences. This association opened up and developed its own educational institutions affordable for ordinary people. The network of schools of Kharkiv association for literacy brought together institutions of three types: daily general, handicraft and Sunday. This public body also systematically hold so-called "reading hours" in cities and later, in villages of Kharkiv province. Promotion of literacy by the association was started in Kyiv only in 13 years. However, its branches worked in many cities of Ukraine: Berdichev, Zvenigorodka, Kamenetz-Podolskyi, Lytin, Nemyriv, Smila, Starokostyantyniv, Uman, Fastiv, Chyhyryn and Shpola. In addition to maintenance and management of their schools, associations attracted progressive public activists to publish cheap books, open public libraries, reading rooms and develop new methods of training and professional literacy of teachers [14, s.137].

Due to the assassination attempt on the Tsar, the head of the educational department was replaced, and the policy of transparency and public initiatives was canceled. Dmitri Tolstoy, a supporter of "strong government" censorship and the rigid centralization, was appointed to be the Minister of Education instead of liberal and democratic Alexander Golovnin [13, p.68]. In order to secure, the Tsarism canceled unfinished democratic reforms and implemented security counter reforms.

Conclusion

The analysis of historical sources revealed that during the investigated period, local community impacted the secondary school management due to meetings of teachers, a network of Sunday schools with democratic governance, educational activities, committees on literacy, maintenance and management of their schools, opening libraries and reading rooms, publishing books and participation in discussions on the government regulations. The autocratic government was initiating and canceling educational reform simultaneously. At first, officials treated public activists as a sort of assistants able to solve complex problems. Subsequently, a public initiative was seen as an attempt to attack the state monopoly in the school management. Potsinovuyuchy initiative to update the public on national quality management system of secondary school, should point to a significant flaw that was the lack of a coherent, integrated program of action of democratic forces of society. It is worth highlighting disadvantage despite valuing community initiatives to transform qualitatively the system of secondary school management. It was experienced by democratic forces of society due to the lack of a coherent and integrated action plan.

Prospects of further research

Further, research can be conducted for a detailed study of public funding for education.

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