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**DEPARTMENTS OF PROFESSIONAL EDUCATION
AND SOCIAL TRAINING OF KAMYANETS-PODILSKYI INSTITUTE
OF PUBLIC EDUCATION (1921 – 1930)**

The article deals with the process of establishing and functioning of the professional and social education departments of the Kamyanets-Podilskyi Institute of Public Education, their structure main tasks and basic problems which are further described. It has been established that the educational, scientific and educational work of these departments was subordinated to the qualitative training of specialists of pedagogical profile, whom the secondary schools of the Ukrainian USSR urgently needed.

Key words. Kamynets-Podilskyi Institute of Public Education, Department of Vocational Education, Department of Social Education, structure, training, lecturers, professors, students.

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**ФАКУЛЬТЕТИ ПРОФЕСІЙНОЇ ОСВІТИ
ТА СОЦІАЛЬНОГО ВИХОВАННЯ КАМ'ЯНЕЦЬ-ПОДІЛЬСЬКОГО
ІНСТИТУТУ НАРОДНОЇ ОСВІТИ (1921 – 1930)**

У статті досліджується процес заснування і діяльності факультетів професійної освіти та соціального виховання Кам'янець-Подільського інституту народної освіти, з'ясовано їх структуру, основні завдання та головні проблеми, які вилилися у подальше закриття. Встановлено, що освітня, наукова та виховна робота цих підрозділів була підпорядкована якісній підготовці фахівців педагогічного профілю, яких гостро потребувала загальноосвітня школа УСРР.

Ключові слова. Кам'янець-Подільський інститут народної освіти, факультет професійної освіти, факультет соціального виховання, структура, навчання, викладачі, професори, студенти.

The statement of the problem. Pedagogical institutions of higher education in Ukraine form specialists who will work with the same goal – to teach and develop the younger generation – the country's future. The same task had the departments of professional education and social education in Kamianets-Podilskyi IPE, which was realized in the conditions of formation and development of the Soviet model of higher education.

The analysis of sources and recent researches. Today there is a small number of works devoted to the activity of the departments of Kamianets-Podilskyi IPE. Significant con-

tribution to the study of this topic were made by O. Zavalnyuk, S. Kopylov, A. Filinyuk, L. Bazhenov, V. Prokopchuk, A. Komarnitsky, V. Nesterenko, etc. In their studies the general features of the historical development of the educational center in Podilia have been clarified.

The article's purpose. The purpose of the article is to study the educational, scientific, and cultural centers in Podilia, that is, the departments of vocational education and social upbringing of Kamyanets-Podilskyi IPE.

Statement of the basic material. In 1921, at the beginning of its work, the IPE had only two departments, namely, social-historical and physics-mathematical. At that time, the position of the rector was occupied by biologist S. D. Sidoryak. However, with the lack of respect from the scientific and pedagogical staff, due to his unprofessionalism in running the higher educational institution, he was replaced by P. G. Klepatsky, a researcher of the history of Ukraine (Kopylov, 1998: 209–210).

The first step of the new rector of the IPE was the change of the management of that higher educational establishment, the work of the collective economy, the staff of teachers and material and technical base, student life, the cultural and educational sphere of the life of the institute (Ritchka, 1991: 202).

The Department of Professional Studies was founded on May 18, 1921, by decree No. 67 of the Political Commissar S. Chaly on the basis of two departments of the Kamianets-Podilskyi University: Physics, Mathematics, and Social-Historical (or Social-Humanitarian) (DAKhO. S. 302. D. 3. C. 5. Sh. 21). The department's structure had certain divisions. Thus, the physics and mathematics department consisted of two subdivisions: industrial and natural (Kamenets-Podilsky, 2003: 43). The department was located in the University street, 31 (now Ohienko's St., 61) (DAKhO. S. 302. D. 1. C. 254. Sh. 5), 57 rooms were used, 10 of them were classrooms. On average, 25 % of state money was spent on staff payment; almost the same amount was given to the department of social studies, but the funds came with a delay (DAKhO. S. 302. D. 3. C. 5. Sh. 22).

The teaching staff of the department of professional education had often changed, which was explained by the financial difficulties they were having total control from the Soviet Union. In 1923, the teaching staff at the department was (DAKhO. S. 302. D. 3. C. 5. Sh. 20):

№	Teacher's Surname	Subjects	Position
1	Alenich O. A.	Astronomy	Astronomer-supervisor
2	Gamorak N.T.	Botany	Staff lecturer
3	Regula Ya. I.		Head of Department
4	Geryinovich V. O.	Geography	Staff lecturer
5	Martynyuk A. A.		Teacher
6	Lysenko O. O.	Geology	Freelance instructor
7	Nazarevich S. I.		Head of Department
8	Dlodezhevsky S. S.	General linguistics	Head of Department, Professor
9	Semenov M. M.		Staff lecturer
10	Buchinsky P. M.	Zoology	Head of Department, Professor
11	Kozhuhov O. M.		Staff lecturer
12	Sidoryak S. D.		Staff lecturer
13	Khitkov M. O.		Professor

14	Barvinsky B. O.	Material Culture History	Professor
15	Butakov V. I.		Staff lecturer
16	Lyubarsky I. A.		Staff lecturer
17	Sitsinsky Yu. I.		Staff lecturer
18	Stashevsky Ye. D.		Head of Department, Professor
19	Bzhosnyovsky O. A.	History of the national economy	Scholar
20	Dudolkevich B. K.		Staff lecturer
21	Zavadsky Ye. A.		Staff lecturer
22	Matviyevsky M. F.		Freelance instructor
23	Gaevsky S. R.	History of Russian literature	Staff lecturer
24	Klepatsky P. G.	History of Ukraine	Head of Department, Professor
25	Klymenko P. V.		Professor
26	Koperzhynskyi K. O.	History of Ukrainian Literature	Staff lecturer
27	Vasilkovsky M. M.	History of Philosophy and Logics	Staff lecturer
28	Neselovsky O. Z.		Head of Department, Professor
29	Hegemeester V. M.	History of art	Staff lecturer
30	Paul K. A.	Lecture of the German language	Head
31	Godilo-Godlevskaya O. O.	Lecture of the French language	Head
32	Derevyanko M. S.	Mathematics	Staff lecturer
33	Parkhomenko P. Yu.		Staff lecturer
34	Hvredov M. M.		Head of Department, Professor
35	Hvedorovich A.		Professor
36	Bezborodko M. I.	Mineralogy	Head of Department, Professor
37	Orlok O. M.		Staff lecturer
38	Grinchenko M. O.	Music	Head of Department
39	Zaklinsky R. R.	Basics of Marxism	Staff lecturer
40	Rusova S. F.	Pedagogics	Head of Department, Professor
41	Chalyi P. V.		Professor
42	Dray-Khmara M. O.	Slavic language	Staff lecturer
43	Kovalivska O. M.	Ukrainian language	Staff lecturer
44	Bernadsky V. K.	Physics	Head of Department
45	Malinovsky A. Ye.		Head of Department, Professor
46	Retanov O. M.		Staff lecturer
47	Boris A. G.	Physiology	Staff lecturer
48	Vikul M. P.	Chemistry	Professor
49	Krasnikov S. M.		Head of Department
50	Polonsky O. M.		Staff lecturer
51	Smirnov A. F.		Head of the laboratory

In order to enter the department of vocational education, it was necessary to pass an interview (DAKhO. S. 302. D. 1. C. 254. Sh. 7). During the enrollment process, the preference was given to children of workers and peasants (applications of others were taken into consideration after them). All the entrants had to fill the following questionnaire (DAKhO. S. 302. D. 3. C. 5. Sh. 23):

- place of birth;
- nationality and native language;
- sex;
- training;
- preparatory experience;
- social status;
- served military service / did not serve military service;
- financial condition;
- professional affiliation;
- party spirit;
- party (DAKhO. S. 302. D. 3. C. 5. Sh. 23 reverse).

The first academic year began on November 1, 1921, after the end of the work in the field (Gerynovich, 1927: 17). The department's administration consisted of the dean's office (the dean – P. M. Buchinsky), meanwhile there was a faculty bureau, two secretaries, a clerk, an assistant clerk, two office workers. The economic division was united to the whole institute (DAKhO. S. 302. D. 3. C. 5. Sh. 24–24). At the department there were students committee and course committee students whose function was to satisfy the various needs of the students group (course, trimester, department) (DAKhO. S. 302. D. 1. C. 254. Sh. 13).

In one of the publications of the newspaper «Red Way» students of Kamianets-Podilskyi Institute, were called as «rotten». That happened because they couldn't answer the question «who are they?», «Why do they study?» And so on. There were cases in Kamianets-Podilskyi the IPE when only 1 student came to the classes, and sometimes nobody was present (Ritchka, 1991: 94).

The main task of the Faculty of Professional Education was the upbringing of the youth, training for future teachers for their work in schools and post-graduate students for teaching and research work. At the faculty, the majority of subjects were taught in the Ukrainian (DAKhO. S. 302. D. 1. C. 254. Sh. 1 reverse). However, Professor E. D. Stashevsky and V. I. Butakov, The Head of the Department of Material Culture History, presented their lectures in Russian. All curricula for each trimester were approved by the NCE of the USSR (DAKhO. S. 302. D. 3. C. 5. Sh. 28).

The department had 8 sections (mathematics, physics, chemistry, biology, geology, geography, social-historical and philological sciences), students communities (Studcom), the IPE staff and 5 extra activity classes (geographical, biological, pedagogical, literary and communist for non-party students), which were united for the two faculties and which carried out scientific cooperation between professors and students (DAKhO. S. 302. D. 3. C. 5. Sh. 32).

For students, such subjects as zoology, botany, philological seminars, pedagogics and psychology (DAKhO. S. 302. D. 3. C. 4. Sh. 28) were the most interesting. The educational process was presented in the form of lectures, seminars, practical and laboratory classes (DAKhO. S. 302. D. 3. C. 4. Sh. 4). A combine method of teaching was the most frequently used, which was the combination of theory and practice. Lectures were conducted in all subjects, seminars were in philology, history, art, pedagogics and geography

(DAKhO. S. 302. D. 3. C. 4. Sh. 32); Laboratory classes were in physics, chemistry, biology (DAKhO. S. 302. D. 3. C. 4. Sh. 30); the rest of the disciplines had practical lessons (DAKhO. S. 302. D. 3. C. 5. Sh. 25).

For students special political courses were obligatory in order to provide political education: the foundation of Marxism, the history of revolutionary movements in Ukraine, a historical review of socio-political literature (lecture) and the foundations of Marxism (practical lessons) (DAKhO. S. 302. D. 3. C. 4. Sh. 33).

The main subject was considered to be mathematics, which had the biggest amount of academic hours (DAKhO. S. 302. D. 1. C. 395. Sh. 95–95 reverse). At the other department, the focus was on social upbringing (DAKhO. S. 302. D. 3. C. 4. Sh. 29). All subjects of both departments were united by a general plan and approved by the NCE of the USSR (DAKhO. S. 302. D. 3. C. 4. Sh. 4 reverse).

Since 1921, the government had begun a new policy of regulation the number of the students, which was called «socio-economic verification» (Komarnitsky, 2017: 97). Students were given special questionnaires about social affiliation, attitude towards education, and so on. In May 1922, the re-registration in the Kamenets-Podilskythe IPE was conducted. As a result, almost 500 people were expelled (Komarnitsky, 2017: 98). Such social cleansing led to the fact that in the spring of 1922 approximately only 252 students (out of a total of 887) were left in the IPE (DAKhO. S. 302, D. 1. C. 5. Sh. 194). Such check-ups at the department of Professional Education happened from time to time throughout the period of its existence.

The material base of the Faculty of Professional Education consisted of a variety of laboratories (chemical, physics with a mechanical office) and study rooms (art, statistics, astronomical and astronomical observatory, zoological, zootechnical, mineralogical and geological, botanical) (DAKhO. S. 302. D. 1. C. 395. Sh. 116). The mechanical office was responsible for repairing the entire equipment (DAKhO. S. 302. D. 3. C. 5. Sh. 23). The main attention should be paid to the library, which was general (for the whole institute), for students, for each office and laboratory and for the teaching staff (DAKhO. S. 302. D. 1. C. 395. Sh. 53). The last was used only by the teachers of the university, and in general at the Faculty of Professional Studies there were 10 of them. The general library was used by the two departments and consisted mainly of books that were donated to the University for its opening (1918). However, in both libraries had one problem, the lack of a complete scientific and educational material. Everybody was taught by the lectures, the texts of which the teachers copied on typewriters, but sometimes they donated books from their own funds for the university library (Kamenets-Podilsky, 2003: 45).

In the spring of 1921, the Revolutionary Committee, after the request from the governance of the Institute, grant 300 acres of land, 2 mills and gardens for the Institute (Gerynovich, 1927: 18). The main aim for that was to improve the economic status of IPE. The combining of the educational process with physical work took place during the whole existence of the institute, and not only students, but also the teaching staff of the IPE came out for the field work. Later V. O. Gerinovich called this period the time of stubborn work for the sake of a piece of bread, when during the day the whole the IPE team worked in the field, garden and in the evening they were engaged in classrooms, extra lessons, offices, laboratories, etc. (Kamyanets-Podilskyi, 2003: 45).

At the end of 1922, the reformation of the Kamianets-Podilskythe IPE happened. According to the decision of the Presidium of the NCE of the USSR, the higher educational

institution was transformed into a school of social education with two branches: pre-school and school (on the basis of mathematical natural sciences and socio-economic sciences with the introduction of specialization in II-III year of study). Its task was to prepare educators for kindergartens, orphanages and teachers of seven-year schools, which country desperately needed (DAKhO. S. 302. D. 1. C. 395. Sh. 117).

On September 30, 1922, at the elections of the head of the Institute P. G. Klepatsky did not have enough votes, so P. M. Buchinsky became the new rector. (Ritchka, 1991: 203). He was working at this post only one year, and then, because of health problems, applied for dismissal from an administrative position. On October 23, 1923, 40-year-old professor V. O. Gerynovich became the rector of the IPE (Melnyk, Filinyuk, 1998: 32).

During his work the structural and organizational changes of the IPE were over. In 1923, the department of Professional Education was liquidated, and the departments of training educators for kindergartens, orphanages and teachers for seven years schools were founded (Zavalnyuk, 2004: 190). The high school combines pedagogical courses named after M. P. Drahomanov and Vinnitsathe IPE (which led to its increase and transformation), the only higher educational institution in Podillya (Kamianets-Podilskyi, 2003: 49).

The Department of Social Education was established on November 1, 1921. Its discovery was supported by the teachers of the Institute and future students (DAKhO. S. 302. D. 1. C. 50. Sh. 47).

As for the main goals and tasks of the given educational unit, according to the decision of the National Commissariat of Education and all the instructions of the Politkommissar S. Chaly, they were to combine a boarding school for practitioners and orphanages, the education in which would be an example for educational work of similar institutions of higher education (DAKhO. S. 302. D. 1. C. 50. Sh. 47). That was the whole essence of the department of social education, which initially was interpreted as a pedagogical laboratory.

During the opening of the Department, some measures for opening the 100-personthe IPE boarding school for students were taken. However, because of the absence of a suitable dwelling, these plans were transferred for the next year (DAKhO. F S. 302. D. 1. C. 50. Sh. 47 reverse). According to the financial record from 17.11.1921, Professor M. M. Khvednorov created the budget of the Department of Social Education in 1922, according to which 283 100 000 rubles were provided for the maintenance of the building for the orphanage, 250 10000 rubles for the children's home, 66 000 rubles for the clubhouse and workshops and other department's costs – 696 033 700 rubles. (DAKhO. F S. 302. D. 1. C. 50. Sh. 50).

After the opening of the Department of Social Studies, the number of students who wanted to study were recruited and the amount was about 89 people. Reading lectures began on December 1, 1921, and they were held every day in front of 30–40 students (DAKhO. F S. 302. D. 1. C. 50. Sh. 47). During the first trimester, three faculty meetings (01.11.1921, 03.11.1921 and 03.12.1921) and four meetings of the commission of specialists were held (05.11.1921, 14.11.1921, 19.11.1921, 21.11.1921). The commission consisted of: the chairman of the commission – political commissar S. Chaly, deputy chairman – rectorthe IPE S. D. Sidoryak, secretary – I. Kovalska, members of the commission – lecturers S. F. Rusova and M. V. Vasylkivsky. All teachers of the Faculty of Social Education under the chairmanship of the Dean were present at the meeting (DAKhO. S. 302. D. 1. C. 50. Sh. 48).

For the first year of study V. I. Butakova, M. V. Vasylkivsky, N. T. Gamorak, V. M. Gagnameister, V. O. Gerinovich, I. Kovalsky, S. F. Rusov, M. M. Semeniyeu, S. D. Sidoryak, M. M. Khvedyorov and S. Chaly were involved for the teaching process. Teaching was con-

ducted in accordance with the curricula that came from Kharkiv. However, due to the lack of lecturers on some scientific subjects, some changes were added. For example, due to illness, Professor V. I. Butakov wasn't present at classes in chemistry, and therefore the discipline «The History of Pedagogical Theory and Practice» was taught, which was taught by political commissar S. Chaly (this same discipline replaced all subjects which weren't taught at the department for various reasons) During their free time, they organized lessons of teaching Ukrainian or Writing (DAKhO. S. 302. D. 1. C. 50. Sh. 48).

Occasionally, classes were conducted in very cold conditions, in unheated rooms, at low temperatures, and sometimes without electricity, with candles or kerosene lamps. Despite these unfavorable conditions, students who were in poor conditions, regularly attended lectures, following their curriculum.

The winter break (holidays) of 1922/1923 had a negative impact on educational process. Because of the cold and snowstorms, and the lack of proper direct rail connection, many students were not able to return to the IPE in time. There were occasions when they, after a long road to Kamianets-Podilskyi, became sick. For these reasons, studying at the Department of Social Education could not begin their studies in time. They were able to come back to the lessons only on February 21, 1923, meanwhile there were only 5–14 people in different courses (DAKhO. S. 302. D. 1. C. 50. Sh. 52).

At the end of the first trimester, the students passed exams, and the next trimester had only 20 students out of 26. However, the department commission was allowed to study six more students who due to various circumstances, were unable to pass exams at the end of the first trimester (DAKhO. S. 302. D. 1. C. 50, Sh. 48 reverse).

From November, 1921 I. Y. Kulik was elected for the dean's position of the department of social education (from 1922 – V. O. Gerinovich), which was approved by the commission of specialists from November 19, 1921. At that time, new department members included O. Retanov, V. Nikityuk and K. Koperzhinsky. The last was elected to the commission of specialists to replace S. F. Rusova at the end of 1922 (DAKhO. S. 302. D. 1. C. 50. Sh. 51 reverse).

The work of the department had many problems according to the lack of a sufficient number of specialists-teachers. Global attention was paid to theoretical disciplines and the course of the first and second years of study, which usually did not promote the interest for students in the pedagogical work. For example, there was no cooperation between the Department of Social Education and the orphanage, which, due to its difficult financial situation, never became a pedagogical laboratory for observations (DAKhO. S. 302. D. 1. C. 50. Sh. 49).

Since 1923 Professor Vissetsky had been invited to the post of teacher and practitioner. During one of the meetings of the commission of specialists he made an offer to open a psychological and pedagogical department at the department, but it should have been accepted by the NCE of the USSR. At the end of November 1923, a permission from Kharkiv was received to open such department, which purpose was to improve in theoretical and practical way the teaching of social psychology, pedagogics, experimental pedagogics and psychology. In addition, the aim of his work was to establish cooperation with students of the orphanage and boarding school. Particular attention was paid to children with special needs, and it was planned to create a special school for them at the IPE (DAKhO. S. 302. D. 1. C. 50. Sh. 49).

On October 23, 1923, 40-year-old professor Volodymyr Gerinovich became the rector of the IPE (Komarnitsky, 2017: 32). During his running, the structural and organizational changes of the IPE were completed: the department of Professional education was

eliminated, new units were opened, the task of which was to prepare educators for kindergartens, orphanages and teachers for seven-year schools (Zavalnyuk, 2004: 190).

During its whole existence, the department of social education had cooperated with the department of professional education. An example of this was the joint classes on such disciplines as «Machine Study» under the direction of Professor M. Khvedyrov, «History of Culture» – Professor V. I. Butakova and others (DAKhO. S. 302. D. 1. C. 50. Sh. 49 reverse).

Since 1925, students had been studying according to the four-year plan. The first three years of study included: propaedeutic, pedagogical training, teaching of pedagogical and socio-political disciplines. During the last year, the studying was over with 4 courses of science: socio-economic, biological, physical-mathematical and preschool. All students had to prepare course paper, and graduates had to do candidate work to determine their readiness for independent work in the chosen specialization (Zavalnyuk, Komarnitsky, 2006: 18).

On January 1, 1928, V. O. Geriinovich was fired from the post of rector (DAKhO. S. 302. D. 2. C. 43c. Sh. 39) and with him more than 10 the IPE teachers. Performing the duties of the rector of the Kamianets-Podilskyi the IPE (since January 1928) was appointed by F. A. Kondratsky, and from December 1928 he became the rector. Becoming a leader, he faced different kinds of difficulties in restructuring the system of higher education, which was dictated by higher authorities (Bystra, 2017: 139), for example, they were forced to comply with the orders of the National Commissariat of Defense, in particular, regarding the social elimination of students and teaching staff as «unworkable elements» of the institute (Melnik, Filinuk, 1998: 35–36).

On September 1, 1930, the Kamianets-Podilskyi the IPE was reorganized into the Institute of Social Education (here and later – the ISE) with a three-year educational plan and the department named after its director Franz Andriyovych Kondracky (until April 26, 1931) (Kamenets-Podilsky, 2003: 58).

Conclusions. Throughout the whole period of department's existence the teaching staff managed to implement educational plans, meanwhile attracting to the student contingent those who had previously studied at the State Ukrainian University. They were supposed to ensure the ideological nature of the educational process trying to find the most appropriate material and technical base. Both educational units were preparing the staff generally less qualified than during the pre-Soviet time, but they were ready to serve the new authorities.

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