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## **KAMYANETS-PODILSKIY INSTITUTE OF PUBLIC EDUCATION (1921 – 1930): DEVELOPMENT, ACTIVITY AND REORGANIZATION**

*The main thesis of the article is the formation, activity and reorganization of the Kamyanets-Podilsky Institute of Public Education as one of the Soviet scientific and educational centers of the 1920s. The attention was paid to the purpose, tasks and work of the faculties of vocational education and social education, their contribution to the training of teaching staff for the region and republic. The publication's purpose. On the basis of archival and published sources and works of domestic historians, highlight the main processes associated with the existence of Kamyanets-Podilskiy IPE. Methodology. When writing our work, we used the following principles of historical research: historicism, objectivity, alternativeity, and systemicity. Various methods of conducting the research were also used, namely: historical-comparative, synthesis, biographical, retrospective, chronological, terminological and complex analytical. Scientific novelty. The main thesis of the article is the first comprehensive research on the founding and operation of the Kamyanets-Podilskiy IPE, representing a new system of training pedagogical staff for a comprehensive school. Conclusions. Thesis general structure of higher education, organization of educational process, research and public work of IPE is shown.*

**Key words:** *Kamyanets-Podilskiy Institute of Public Education, structure, training, research work, public activity, faculty of vocational education, faculty of social education, teachers, students.*

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## **КАМ'ЯНЕЦЬ-ПОДІЛЬСЬКИЙ ІНСТИТУТ НАРОДНОЇ ОСВІТИ (1921 – 1930): УТВОРЕННЯ, ДІЯЛЬНІСТЬ ТА РЕОРГАНІЗАЦІЯ**

*У статті висвітлюється утворення, діяльність та реорганізація Кам'янець-Подільського інституту народної освіти як одного із радянських наукових та освітніх центрів 1920-х років. Звернено увагу на мету, завдання та роботу факультетів професійної освіти та соціального виховання, їх внесок у підготовку педагогічних кадрів для регіону і республіки. Мета роботи. На основі архівних і опублікованих джерел та праць вітчизняних істориків висвітлити основні процеси, пов'язані з існуванням Кам'янець-Подільського ІНО. Методологія. При написанні роботи нами було використано наступні принципи проведення історичного дослідження: історизму, об'єктивності, альтернативності та системності. Використовувалися такі методи проведення дослідження, як історико-порівняльний, синтезу, біографічний, ретроспективний, хронологічний, термінологічний та комплексно-аналітичний. Наукова новизна. Полягає у комплексному дослідженні процесу заснування і діяльності Кам'янець-Подільського ІНО як осередку нової системи підготовки педагогічних кадрів для загальноосвітньої школи. Зроблено нову оцінку діяльності цього вишу в контексті вищої педагогічної освіти УСРР у 20-х – на початку 30-х рр. ХХ ст. Зазначено, що він прийшов на зміну одному*

з перших державних українських університетів, певний час продовжував окремі започатковані ним традиції, об'єднував навколо себе визначних науковців України та виховав провідних педагогів, незважаючи на важкий політичний період. Уперше досліджено структуру вишу, його керівний склад, розкрито організацію навчального процесу, який відповідав вимогам більшовицького режиму. Висновки. Зроблено підсумок дослідженню, який включає усі основні аспекти діяльності вишу: управлінський, структурний, навчально-виховний, науково-дослідний та громадський.

**Ключові слова:** Кам'янець-Подільський інститут народної освіти, структура, навчання, науково-дослідна робота, громадська діяльність, факультет професійної освіти, факультет соціального виховання, викладачі, студенти.

**Problem statement.** The functioning of institutions of higher education in Ukraine in the 1920s was under total Soviet control, and therefore any kind of manifestation of their independence was perceived by the authorities as an expression of «anti-Soviet». Under the conditions of the dictatorship of the party-Soviet elite, it was impossible to develop Ukrainian education. It is no coincidence that this regime eliminated the Ukrainian university in 1921, which was preparing national conscious intellectuals. The Kamyanets-Podilskiy Institute of Public Education, which existed for decades and had a different task from the predecessor, was founded on its base.

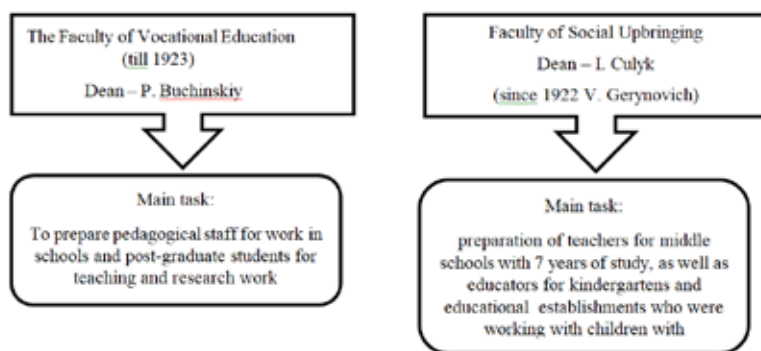
**The analysis of sources and recent researches.** An important contribution to the study of the history of Kamyanets-Podilskiy IPE belongs to modern scientists, such as: O. M. Zavalniuk, A. G. Filinuk, A. O. Kopylov, S. A. Kopylov, O. B. Komarnitskiy, L. V. Bazhenov, V. S. Prokopchuk, etc. However, not all questions are fully explained. So, it is worth continuing this work, paying attention to aspects that have not been studied yet.

**The publication's purpose.** The purpose of our article is on the basis of archival and published sources and works of national historians to highlight the main processes connected with the existence of the Kamyanets-Podilskiy IPE.

**Statement of the basic material.** The defeat of the Ukrainian Revolution in the autumn of 1920 negatively affected the fate of the Kamyanets-Podilskiy State Ukrainian University – the new government turned it into a branch institute – the Institute of Theoretical Sciences (ITS). And in February 1921, this university was reorganized into two independent institutes – public education and agricultural (Butsenko, 1925: 2).

Kamyanets-Podilskiy IPE consisted of two faculties: vocational education and social upbringing (Pic. 1). Both were formed by the order of the political commissar S. Chaly. The Faculty of Vocational Education was founded on May 18, 1921, on the basis of two departments of the Soviet Kamyanets-Podilskiy University – physics and mathematics and socio-historical (social and humanitarian) (DAKhO. S. 302. D. 3. C. 5. Sh. 21зв.). The Faculty of Social Upbringing started its work on November 1, 1921. Its foundation got a widespread support from the teachers of the Institute and future students (DAKhO. S. 302. D. 1. C. 50. Sh. 47).

The department of vocational education was led by the dean office, which included, faculty bureau, two secretaries, a bookkeeper, an assistant bookkeeper, two clerks. The economic part was one to the whole institute (DAKhO. S. 302. D. 3. C. 5. Sh. 24–24зв.). There were 8 sections (mathematics, physics, chemistry, biology, geology, geography, historical-social sciences and philology), student communities (studcom), student groups and 5 groups (geographic, biological, pedagogical, literary and communist for non-party students), joint for two faculties, where scientific collaboration between professors and students was conducted (DAKhO. S. 302. D. 3. C. 5. Sh. 32).



**Pic. 1. The main tasks of the faculties of Kamyanets-Podilskiy IPE**

The Faculty of Social Upbringing combined a boarding school for practitioners and an orphanage, the education in which was aimed to be exemplary educational work of similar institutions of higher education (DAKhO. S. 302. D. 1. C. 50. Sh. 47). This was the whole essence of this educational unit, which was originally considered as a pedagogical laboratory.

After the official opening of the faculties, a lot of people entered right away – there were more than 500 people. In order to enter, in particular to the faculty of vocational education, it was necessary to undergo an interview (DAKhO. S. 302. D. 1. C. 254. Sh. 7). During the enrollment, the preference was given to children of workers and peasants (applications of other people were considered after them).

Lectures at the Faculty of Professional Education began on November 1, 1921, after the end of the field works (Gerynovich, 1927: 17), and on the other Faculty from December 1, 1921 (DAKhO. S. 302. D. 1. C. 50. Sh. 473B.). Throughout the course, the faculties cooperated together. An example of this was the joint classes on such disciplines as «Machine Study» under the direction of Professor M. Khvedyorov, «History of Culture» – Professor V.I. Butakova and others (DAKhO. S. 302. D. 1. C. 50. Sh. 49 3B.). The teaching staff of the two faculties had often changed, which was explained by the difficult financial situation of teachers and the Soviet total control over them (DAKhO. S. 302. D. 3. C. 5. Sh. 20).

The material base of the Faculty of Professional Education was presented by the variety of laboratories (chemical, physics with a mechanical office) and study rooms (artistic, statistics, astronomical and astronomical observatory, zoological, zoo technical, mineralogy and geology, botanical) (DAKhO. S. 302. D. 1. C. 395. Sh. 116). The mechanical room was responsible for repairing the entire equipment (DAKhO. S. 302. D. 3. C. 5. Sh. 23). We should also mention Library, as a separate unit, which was general (for the whole institute), meaning for students and individuals (for each office and laboratory) – the teaching staff (DAKhO. S. 302. D. 1. C. 395. Sh. 53). The latter was used only by the teachers of higher education, and in general, there were 10 professional education courses at the faculty. The general library served both faculties and consisted mainly of books that were donated to the University as a present for its opening (1918). Both libraries felt the acute shortage of necessary scientific and educational literature. Teachers gave the library books from their own bookshelves, but this was not a common practice. Students acquired professional and socio-political knowl-

edge to a large extent thanks to the text of lectures, which teachers multiplied by typewriters (Kamyanets-Podilskiy, 2003: 45).

Since the beginning of the IPE, the position of rector was occupied by the biologist S. D. Sidoryak, who did not have the proper skills and skills of the manager. Because of this he was not respected in the scientific and pedagogical team. Very soon he was replaced by P. G. Klepatsky who was a well-known ethnographer, specialist in the history of Ukraine and general history (Kopylov, 1998: 209–210). Under Soviet government, he conducted a retrospective analysis of historical and cultural monuments, defined specific measures for their protection and preservation. Since June 7, 1922 he was the head of Archival Administration of Kamyanets-Podilskiy district (Kopylov, Zavalniuk, 1999: 41–42).

Bolshevik repressive policies negatively affected the work of the university (nearly 500 students were expelled because they didn't pass the «academic cleansing», Ukrainian scientists such as M. Dray-Khmara, M. A. Grinchenko P. V. Klymenko, C. Rusov, etc. were dismissed) (DAKhO. S. 302, D. 1, C. 41, Sh. 25).

The management of the IPE also fall under some changes. The rector P. G. Klepatsky couldn't stay at the rector's position, in September 30, 1922, at the election of the head of the education establishment, he had not received enough votes and was forced to leave the city (Zavalnyuk, Komarnitsky, 2012: 16), and the victory went to P. M. Buchinsky (Zavalnyuk, Komarnitsky, 2008: 15). At this position, the 70-year-old zoologist professor worked only for one year, and then applied for release due to the deterioration of his health (Melnyk, Filinuk, 1998: 32). On October 23, 1923, 40-year-old professor of geography V. O. Gerynovich became the new rector (Komarnitsky, 2017: 32).

At the end of 1922 a reform of the structure of the Kamenets-Podilsky IPE took place. According to the decision of the Presidium of the Ural branch of the People's Commissariat of Education of the USSR, the higher educational institution was transformed into an educational institution of social education with two divisions: preschool and middle-school (on the basis of mathematical, natural sciences and socio-economic sciences with the introduction of specialization in II-III courses). It's task was to train educators for kindergartens, orphanages and teachers of seven-year schools (DAKhO. S. 302. D. 1. C. 395. Sh. 117). In the context of these tasks structural and organizational changes were made: in 1923 the faculty of vocational education was liquidated, and the departments were created, each of them engaged in the training of teachers of different spheres (Zavalnyuk, 2004: 190). The institute had grown substantially, according to the staff number and student contingent after joining local pedagogical courses named after M. P. Drahomanov which were disbanded from Vinnitsa IPE. Thus, in Kamyanets-Podilskiy there was only one institution for pedagogical education in Podillya, and it was difficult only to provide such a large region with personnel (Kamyanets-Podilskiy, 2003: 49).

IPE perfected its work. Under the direct guidance of V. O. Gerynovich a curriculum that consisted of three cycles was developed: social education, socio-economic and general education. A lot of attention was paid to the study of humanities and natural sciences (Zavalnyuk, 2008: 9).

The educational process lasted for three years (Table 1), during which the specialists of different specialties were trained in different departments and sections (Melnyk, Filinuk, 1998: 34).

Table 1

**Educational process in Kamyanets-Podilskiy IPE**

<b>Course</b>	<b>Title</b>	<b>Task</b>
I	Propadevtic (concerned students of all departments and sections)	Students studied: introduction to social education, pedagogy, Alphabet of occupation, social upbringing (seminar), history of culture and national economy, as well as the basics of Soviet construction.
II	Pedagogical training	Studying anatomy of the child, psychology and history of pedagogical theory and practice
III	Education of pedagogical and socio-political disciplines	Practical orientation of teaching and methodical preparation of students.
	Pedagogical practice (June-July)	Conducting practical and pedagogical classes in educational and social education institutions, excursions to manufactures and work in the institute of householding.

While working in Kamyanets-Podilskiy IPE V. O. Gerynovich was researching and popularizing in the local press and scientific publications geology, economic geography, history, archeology of Podillya and contributed to the development of the local country study movement. Already in June 1925 Kamyanets-Podilskiy Local History Society was established on the basis of IPE, headed by the rector (Nesterenko, 1997: 32).

In 1925 – 1926 the institute switched to a four-year educational plan for specialists. The academic year lasted 44 weeks, each of which consisted of 36 academic hours. During three years studying was carried out according to the established plan, and in the fourth year the students acquired specialization in 4 cycles of sciences: socio-economic, biological, physical-mathematical and preschool. Coursework was obligatory, in the final course – candidate's work, which aimed to determine the competence and readiness of future specialists for independent work in specialization. After two years of internship, the graduates completed a qualifying work, on the basis of which they were given the appropriate qualification (DAKhO. S. 302, D. 1, C. 10, Sh. 58).

In the institute, active scientific work was carried out, mainly at the expense of the research department, which was divided into two sections: culture (led by Prof. I. A. Lyubarsky) and economics of agriculture (Prof. V. O. Gerinovich). The first of these was divided into two subsections – 1) history and archeology, 2) linguistics, literature and art; in another section there were three subsections: 1) biology, 2) zoology and 3) geology. In different periods, the department was successfully led by Y. D. Stashevsky, P. V. Klymenko and since 1925 – Professor I. A. Lyubarsky (since 1925), Professor F. A. Kondratsky (from 1927) (DAKhO. S. 302, D. 2, C. 953, Sh. 5). The composition of this department was initially small, it included such experienced scientists as Y. D. Stashevsky, Y. Y. Sitsinsky and others. In the future, the growth of this team was observed – in early 1924 there were already 38 people. Among them there were both lecturers and postgraduates (DAKhO. S. 302, D. 2, C. 953, Sh. 1).

The scientific activity of the department was provided by the study of problems in fundamental and applied sciences. An important place in the scientific research was dedicated to the local country study topics, which were aimed to studying Ukrainian issues, as well as material and spiritual culture of the region. According to this, ethnographic expeditions

were carried out in the villages of our region, relevant conferences, seminars and articles were published in newspapers and in the number of scientific works (TDAVO. S. 166, D. 2, C. 1166, Sh. 10).

In 1922, with the efforts of teachers and students of IPE created a botanical garden (DAKhO. S. 302, D. 3, C. 3, Sh. 310), where scientific experiments for recreation the flora of Ukraine, and systematization of plants in groups which were typical for Podillya, Polissya, Prykarpattia, Step and Carpathians were performed (Gerynovich, 1926). At the same time, the Kamyanets-Podilskiy State Archive was created, and all the documents were arranged (Borisevich, 1997: 29).

In 1927 the organizational changes of the department took place. From now on, it consisted of three sections: agriculture, nature, culture, as well as four subsections – botanical, zoological, zootechnical and photo equipment (DAKhO. S 302, D. 2, C. 953, Sh. 5).

On January 1, 1928, V. O. Geriinovich was fired from the rector's position also with more than 10 IPE teachers (Zavalnyuk, Petrov, 1991: 179). Subsequently Volodymyr Oleksandrovych took the post of deputy director of the Geographical Institute in Kharkiv (Nesterenko, 1998: 43). Executing the duties of the rector of the Kamyanets-Podilskiy IPE from January 1928 was F. A. Kondratsky, and from December 1928 he became the rector (DAKhO. S. 302, D. 2, C. 244, Sh. 9). Leading the higher educational establishment, he faced difficulties in restructuring the higher education system (Melnyk, Filinuk, 1998: 38), he was forced to comply with the orders of the People's Commissariat of Defense, and in 1929 he was engaged in the discovery of «unworkable elements» among the students and teaching staff (Nesterenko, 1997: 34). At the same time, the rector directed his activity to improve the organization of the educational process, to increase the scientific potential of higher education, although he did not engage in scientific work himself (Prokopchuk, 2008: 20). He took care about the growth of the library stock, the library's staff, and encouraged the exchange of literature with the leading educational institutions of the Ukrainian SSR (Prokopchuk, 2008: 27).

On September 1, 1930, the Kamyanets-Podilskiy IPE was reorganized into the Institute of Social Education, which had only one faculty in its structure. The training period was preliminary (Prokopchuk, 2008: 34). F. Kondratsky was appointed as a director of the new higher education establishment, but he only stayed on this post until April 26, 1931.

**Conclusions.** Unwillingness of the Soviet regime to include in the new model of higher education the previous university system led to the elimination of universities, their autonomy, in particular, Kamyanets-Podilskiy University. Instead, the Institute of Public Education appeared, which inherited from the predecessor only part of the faculty and part of the student contingent. Educational programs and the educational process undergone a decisive adjustment, which was not always rational explanation. The instability of the new higher school was associated with experiments that were periodically conducted on its structure and nomenclature of training, as well as the interference with its internal life of the repressive organs. This led to the loss of a significant proportion of teachers and students referred to «non-working elements». Through the reform of the network of higher educational institutions, Kamyanets-Podilskiy IPE was the only one higher specialized school in the Podillya region for a long time, which the authorities have not yet decided to eliminate, given its previous history.

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