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## СИСТЕМА БЕЗПЕРЕРВНОЇ СІЛЬСЬКОГОСПОДАРСЬКОЇ ОСВІТИ В ПРИКАРПАТТІ (КІНЕЦЬ ХІХ – ПОЧАТОК ХХ СТОЛІТТЯ)

*В статті проаналізована діяльність українських громадських союзів: педагогічного об'єднання «Родная школа», «Просвіта», «Сельский хозяин», Союз Української і виділені їх досягнення в розвитку системи неперервного сільськогосподарського освіти в Прикарпатті. Розглянуті різні форми навчання – курси, професійні додаткові школи, сільськогосподарські школи, лицей, коледжі, курси, державні університети і т. Автор обґрунтовує особливості формування економічної культури у дітей і дорослих в Прикарпатті, розглянуті освітні установи, що входили в систему неперервного сільськогосподарського освіти досліджуваного періоду.*

**Ключевые слова:** сільськогосподарське освітнє, установи, громадське, система.

*In this article the activity of Ukrainian civil unions is analyzed: pedagogic community "Rodnaya shkola", "Prosvita", "Selskii khozyain", "Ukrainian union". The achievements of communities and unities during the system's continuous development in Prykarpattya are highlighted. Different forms of agricultural educations as courses, professional additional school, agricultural schools, lyceums, colleges, courses, state universities and so on. The special characteristics in the process of development of economic culture of Prykarpatian children and adults are proved by author. Educational institutions, consisted in the continuous agricultural education system of the investigated period are reviewed.*

**Key words:** agricultural education, institutions, community, system.

Ukrainian public communities have important achievements in development of the system of continuous agricultural education in Precarpathia – Ukrainian Pedagogical Society "Ridna Shkola", "Prosvita", "Silskyi Hospodar", the Union of Ukrainians and others. In the late XIX – early XX centuries, they held important educational work among adults, organized various forms of training – courses, professional-complementary schools, agricultural schools, high schools, colleges, courses, public universities etc. All this contributed to increasing of economic culture of the Ukrainian land.

Ethnocultural development of Precarpathia in late XIX – early XX centuries was studied by scientists: P. Arsenych, V. Hnatyuk, H. Horyn, V. Hrabovetsky, M. Domashevsky, I. Zelenchuk, V. Klapchuk, I. Krypyakevych, I. Kuzych-Berezovsky, P. Siredzhuk, S. Tomashivsky, Ivan Franko, P. Shkriblyak, V. Shuhevych, etc. Publications which analyze the formation of Ukrainian national consciousness have an important role (P. Arsenych, H. Bilavych, H. Horyn, A. Hrytsan, M. Huvanyuk, M. Dyadyuk, H. Kozholyanko, B. Savchuk, P. Siredzhuk, etc.) An important literary base of our study is works of Ukrainian scientists in emigration, including the publication of local economic society "Silskyi hospodar" in Lviv. 1899-1944 (New York, 1970), "History of Ukrainian cooperative movement" I. Vytanovycha (New York, 1974), "Almanac of Stanislaviv land". Collection of materials of the history of Stanislaviv and Stanislavivschyna (New York, Toronto, Munich, 1975), "Horodenshyna. Historical memoirs collection" (New York – Toronto – Winnipeg, 1978), Encyclopedia of Ukrainian Studies. Dictionary part. Vol.1 –10) (Paris -New York, 1955-1984), "Kolomyia and Kolomiyschyna. Collection of records of the recent past" (Philadelphia, 1998) and others. However, our problem is not researched enough in the Ukrainian science.

Formation of economic culture of children and adults in Precarpathia had its own characteristics, mainly associated with the economic, social, historical, climatic, cultural and educational conditions of life and activities. On the one hand, the country's population suffered from land hunger, usury, poverty, disease and other social disorders, there were no relevant educational institutions. On the other hand, the cultural and ethnographic conditions, especially Hutsul and Pokuttya contributed



to the development of domestic fisheries, at the same time geographical, climatic, soil conditions contributed to industrial gardening.

Experts of that period emphasized that mountain area had very poor soil, and villages were overcrowded [1]. According to government statistics, the highest density in Galicia was just in Stanislavivshyna – 103 persons accounted for 100 hectares, in Kolomiyschyna, for example, – 108.4 persons. Before World War I the problem was partially solved by labor emigration to the Americas and Europe. According to the data, the size of farms in Stanislavivshyna was as follows: from 0 to 2 hectares were 70.9%, from 2 to 5 ha – 22%, and from 5 to 20 – only 6.3%. In the highlands “percentage of the poor” was even more. Thus, over 80% of households could not be effective. And in mountainous or “poor” villages (as, for example, Akreshory or Runhury), this percentage reached by 100 [2].

V. Dmytrenko, an agronomist of branch of “Silskyi hospodar” in Kolomyia, said that the government is not interested in the fate of a Ukrainian peasant, village which has been abandoned by public authority to their fate, came to the brink of poverty, the peasants were generally landless or land-poor, had no concept of “culture of life and sustainable management” manage still avital methods. Against this background, the activities of Ukrainian civil society are revolutionary, because they actually took over the functions of the state in agricultural education: due to the dedicated work of specialists such as “social agronomists”, the economical education was a system of continuous agricultural education. Its purpose was to teach farmers sustainable housekeeping, increasing economic culture of Ukrainians, the formation of “good hosts”, nationally conscious Ukrainian citizens of the future, to enhance the overall culture of people, improving their way of life, economic growth of peasants.

It is known that there was no Ukrainian public agricultural school in Galicia in the late XIX – early XX centuries. For example, for that period such institution of Denmark accounted for 6 thousand households, in Japan – 400, and in Galicia – 25 thousand [3]. So this gap was filled by Ukrainian national societies (“Prosvita”, “Ridna Shkola”, “Silskyi hospodar”, the Union of Ukrainians and others) and the Central Council, District Cooperative Union, “Narodna Torhivlia” and so on.

An important direction of business and economic enlightenment of Ukrainians became agitation and advocacy. Contemporary periodicals, reports of “Prosvita” declare the spread of such events in the second half of 1890. Only in 1910 “Silskyi hospodar” organized nine major and dozens of minor events such as the meeting in Stari Kuty, where there were about 1,200 people.

Lecture work contributed to laying the foundations of economic knowledge and professional training for various sectors of the economy. Important role in its development played “itinerant” teachers of “Prosvita”, whose functions were performed by known agronomists A. King, A. Harasymovych, C. Kuzyk, M. Tvordylo in 1896–1914. Every year their performances covered from 45 to 245 communities. Only in the years 1896–1898 there were 30 thousand listeners and the number of such events constantly increased [4]. The system of continuous agricultural education included some educational institutions such as courses, vocational schools, which performed various levels of training.

Ukrainian Pedagogical Society “Ridna Shkola” created professional complementary schools for children who had graduated from public schools and could not continue to study. They were free of charge. They taught young men and women aged from 14 who worked. Students studied at night and their training lasted for three years for 12–16 hours weekly.

Under those circumstances another effective form of agricultural education were courses lasting 3-6 months which helped obtain some qualification and knowledge that taught students intelligently and rationally housekeeping. For example, on the territory of Hutsul there were 6 craft schools, club of weavers, carpet makers and carvers, handicraft shops, cooperatives, including the largest – Kosiv “Hutsul”, courses, where students were taught construction work, painting and polishing wood, sewing gloves, male and female clothing and uniforms, slaughter cattle, producing meat products and so on. Carpet and carpenter courses in Kosiv deserve special attention, they organized the union “Hutsul art” (leaders were Michael Kurylenko (carpet section) and Nicholas Huleychuk (carpenter section). This form of professional education for young people and adults contributed to the revival



and flourishing of folk arts and crafts preserving ancient traditions. Decisions of the First Congress of teaching in Lviv in 1935, which confirmed the importance of the strategic objectives of Ukrainian education – development of “plowman schooling” as a “necessary condition for the rise of cultural and economic level of our village as the basis for the nation – the peasantry” contributed to the development of continuous agricultural education. For this purpose the society “Native School” aimed to create a “commission for professional schooling” and positions of certain consultants, and some secondary schools should be turned into professional secondary agricultural schools, etc [4].

The society “Silskyi hospodar” created Scholarship Fund named after Titus Voinarovsky for financial assistance to young men and women who “wanted to study in agricultural schools.” In a short time, the Fund amounted to over 10,000 [6]. The decision of the Congress were ceased in the book by Eugene Khraplyvyi “Need for development of our plowmen school system,” which contributed to their dissemination among the public.

The second direction of activity of “Silskyi hospodar” became “Khliborobsky” vyshkil molodi”. Non-availability of state agricultural schools, in the opinion of company’s leaders, had to be compensated by massive complex work of educating the young generation of proprietors. Thus, following the European and American models, “Silskyi hospodar” created a network of massive business and economic education and professional training through groups of “Khliborobsky” vyshkil molodi”. During 1933-1938, the number of members (the “competitors”) increased from 5.3 to 13 million people, each year 28–42 courses for instructors “agriculturists” were held. At courses boys and girls received the theoretical knowledge and practical skills in various sectors of economic activity and there happened a formation of national conscious young man, citizen, patriot, active public figure [7]. One of the forms of business education was courses for personnel training for agricultural education. Depending on the purpose, objectives, conditions, etc. they were usually arranged at a different time from several days to several weeks. In August 1938 the Central Council in Lviv arranged five week long course in Vorokhta for cooperative workers where representatives from almost every cooperative county arrived. In addition to teaching, the participants shared experience in the field of development, cooperation and building of local agriculture. Professional classes were held before afternoon, followed by tours arranged through surrounding areas (Dovbush Caves, Hoverla, etc.) [8].

Association “Soyuz Ukrainok” pursued a great work among women. So, created back in 1902 the association “Zhinochyi kruzhok”, “Domashnya zhinocha spilka hutsulskoho promyslu” in Kolo-myja maintained “school” and “maiden school” engaged in sales of goods of domestic production [9]. “Soyuz Ukrainok” collaborated with the “Silskyi hospodar” and cooperative establishments in terms of “raising the overall business culture of women”. Labor has become more intense in the early 1930s through education. “Soyuz Ukrainok” conducted educational activities among women under the slogan: “Let’s strengthen cooperation by massive membership”. As a result of this and other events the amount of Ukrainian women in the cooperative movement has grown to 55 thousand, accounting for 12.9 % of the total number of its members [10]. According to archives, the economic section at the Main Department of the Union of Ukrainians only during the years 1936–1937 has arranged 271 course for 3.6 thousand participants, the most popular of which were cooking courses (45 %), sewing courses (30 %), cutting and sewing (14 %) and others [11].

Agricultural schools became an important area of lifelong education. Let us consider, for example, the activities of two schools – one of the first established societies “Enlightenment” in the Precarpathia – schools in Mylovanya (Tlumachchyna) and Starokosivska, which was founded in 1942 during the German occupation.

The school of Mylovanya – the first Ukrainian professional school, which was organized in 1908 by “Prosvita” to train the proprietors. Metropolitan Sheptytsky contributed to its creation, he provided one-story house and 68 mortuaries of field 10800 Austria Crowns. Subsequently, in 1912 they bought more land, pasture and forest. Total – 239 mortuaries. Here, a gardening school was organized. According to P. Petryka, “Prosvita” created a hotbed of economic knowledge, organized



a gradual (effective) household, research fields, chemical workshops (laboratories), a model garden and weather station. Such a school was yet found neither in the land of Ukraine nor Poland.

The school always took care of the material and technical state of the institution, rebuilt rooms, introduced experience of such schools of Denmark. Thus, from 1911 to November 1912 the house was rebuilt into the school and boarding school using the experience of such schools of Denmark. The cost of reconstruction was 70,000 crowns. This caused an interest among Ukrainians of the region: if a five-month course 1912 / '13 taught only 20 students, in 1913/14 – 34 people [12]. In the summer of 1914 there were special courses for Huzuls that lasted 6 weeks. And right after that the “correct one-year science” was started, training lasted one year since then. The events of World War I, the Russian occupation of the land, then recovery and development of the pre-war situation of the school caused the fact that even in 1925 they failed to restore the normal learning process. But every effort has been made to restore education and improve quality, increase the training period: in 1922 14 persons finished the first three-month course, 1923/24 – 15 people., 1925 / '26 five-month courses – 18, 1926/27, the seven-month courses – 32 people, 1927 / '28 - 36 participants; 1928/29 – 33 people [13].

There was good teaching staff of the school, the teachers were qualified to work as well as veterinarian, cooperators, etc. Students were offered different learning aids: library, weather station, equipment for theoretical and practical training. In addition, a model gardening institution was located on 23 morgues of field, which gave more than 20,000 trees annually. A. Fronchak was in charge of it, he had extensive experience of work in German, French and English horticultural establishments. “Trees were discharged from the Czech Republic [14]. Important is the fact that in Mylovanya school youth studied not only from the Precarpathia, but also from Volyn, Holm and Polissya.

Another school to be discussed is Starokosiv Agricultural School (Hutsul). It is important to admit that during the German occupation (1942–1944 years) 200 boys and 250 girls finished this school [15]. It prepared the “good proprietor”. Boys and girls were aged from 14 to 24 years from nearby villages – Verbvitsi, Cherhanivky, Hymchyna. Danylo Serduk, a school engineer agronomist, supervised the establishment and besides him two more teachers were employed.

Studies was carried out once a week. The program included nearly all the items on Agriculture, girls were taught household and gardening. Educational course included theoretical (held in the winter program divisions – boyish and girls) and practical training, which took place in summer directly in the field, in the garden, in the garden during sowing, weeding vegetable crops, planting, grafting and tree care, harvesting, care and breeding of livestock, poultry and so on. The peculiarity of the school was that it focused on horticulture.

School had the necessary material base: some houses for training boys and girls, 3 hectares of arable land, about 7 hectares of gardens, seedbed where seedlings of fruit trees were grown together with horses, cows, hens, rabbits. Soon Starokosiv agricultural school opened its branch in Hymchyn (12 km from it), which was equipped with two rooms for theoretical studies, the facilities for practical training. Each week teachers from the Old Hymchyn traveled to Kosiv to teach subjects. For a short time Starokosiv school and its branch in Hymchyn released about 560 boys and girls. The main source of financing was local, the school received annually from 10,000 zl. from the Union of counties in Kolomyja. Thus, on condition of the absence of state Ukrainian professional schools in the late XIX – early XX centuries civil societies created a system of continuous agricultural education which was aimed at improving the economic culture of young people and adults. Complementary professional-schools of Ukrainian education society “Mother School”, agricultural schools and a variety of short- term and long-term courses, “Silsky hospodar”, “Soyuz Ukrainok”, “Prosvita”, other companies and organizations were of great importance. Economic education was widespread for adults. Professional literature, agricultural magazines, etc. played an important role in this process. Plowmen training gave local young boys and girls an opportunity to gain knowledge and spheres of agriculture, household, brought them up as “good proprietors” nationally conscious citizens and patriots.

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**ФОРМИ ТА МЕТОДИ ФІЗИЧНОГО ВИХОВАННЯ ДІТЕЙ І МОЛОДІ  
У ФІЗКУЛЬТУРНО-СПОРТИВНИХ ТОВАРИСТВАХ БУКОВИНИ  
(ДРУГА ПОЛОВИНА ХІХ СТ.)**

*В статті проаналізовано діяльність фізкультурно-спортивних обществ Буковини другої половини ХІХ століття, які безпосередньо націлювали свої інтереси на різні аспекти фізичного виховання. Визначено форми та методи фізичного виховання, зокрема дітей та молоді, які використовувалися досліджуваними обществами для досягнення цілей, задекларованих в їхніх статутах.*

**Ключові слова:** *общество, форма, метод, фізичне виховання, телесне виховання, спорт.*

*The article analyzes the activities of physical training and sport societies of Bukovina in the second half of the nineteenth century, which directly addressed their interests to various aspects of physical education. The forms and methods of physical education of children and youth have been defined, which were used by the societies under investigation to achieve the goal declared in their regulations.*

**Key words:** *society, form, method, physical education, body development, sport.*