

*Курган за
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Some Current Issues in Pedagogy

ISBN 978-80-89691-12-8

Edited by
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International Research Institute sro, Komárno, Slovakia, 2014

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The Reforming of the Elementary School in Transcarpathia in the Second Half of the XIX-th Century

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The article considers consequences of effects of the social political conditions on the development of the primary school of Transcarpathia in the second half of the XIX-th century. In particular, reveals the content of reform in the elementary education, which were carried out by the Government of Hungary. Among them – the organizational (socio-political and socio-economic conditions of the reforms) and the pedagogical (objectives, principles, content, outcomes) components of reform.

The process of Ukraine's integration into the world cultural space more noticeably influences on the all spheres of the state's life including those the educational. This process has also led necessity implementing the changes. Considering on this fact the actual and necessary condition is the support on the historical experience of the pedagogical science. The studying, analysis, generalization and creative of prevent the deviations and to avoid the mistakes. Many of the progressive ideas of the second half of the XIX – the end of the XX century do not lost their relevance in our time. The elementary school at a certain stage of its development reflects the objective reality, in particular the state of the socio-political, socio-economic and cultural development; in the elementary school the requirements reflected that are caused by the needs of society of one or another historical period, and by the level of the development of a pedagogical theory and practice, methodological positions of a pedagogical science, etc. Therefore the changes that have taken place in a society at a particular historical stage have reflected on the educational reforms.

The history of the development of an educational in Transcarpathia found its reflection in the scientific quests of A. Bondar, V. Homonnai, I. Hbranchak, A. Ihnat, P.-R. Mahochij, A. Chuma and others. However the issues of the development of the elementary school in Transcarpathia has not been the subject of a particular studying.

The purpose of the article is to ascertain the content and implications of the reforms that were carried out by the Government of Hungary in the elementary school in Transcarpathia in the second half of the XIX-th century. Above all we consider the interpretation of

the concept of "Educational reform" by the different scientific sources. For example, in the "Pedagogical dictionary" the term "educational reform" used in the meaning "school reform", which "are held in the legislative order of the transformation of the school system, ... they represent a historical phenomenon: they appear only when the school education becomes the matter of the state, when they are governed by the special government authorities and legislative acts. The school reforms in the truest sense of this world begin to be conducted as a creating a more or less accurate system of the folk education"¹

The Ukrainian researcher A. Sbruyeva "the educational reform" construes "in a narrow understanding" the education reform means the process of the political and administrative changes, that are initiated "from above" and it provides for the implementation of a certain circle of the structural transformations on the different levels of the educational system, which may have as a partial and radical character. In the broad sense the educational reform means the process of the political-administrative, pedagogical and social changes and this fact provides the implementation of a broad totality transformations of the educational system as a whole and each educational institution in particular, it is initiated and distributed as "top-down" (the political and administrative process), it takes into account the mutual influence of the factors "inside" and "outside" (the social process), it includes both structural (the organizational) and cultural (functional, pedagogical) aspects"²

The other scientist – A. Vasylyuk under the concept "the educational reform" understands "the totality purpose full actions of the state and public authorities (through the laws, regulatory legal acts, instructions, recommendations, etc.), and the purpose is to agree the education with the changed political and socio-economic conditions of a life of a society"³

In the context of our study the most impotent is the interpretation of the essence of the concept "the educational reform" which was made by L. Berezivsjka, namely: "in the broad sense {here is reform – O. F.} is a process of performance the different in the scale and character transformations of the system of school education as a whole or its separate components, which are initiated and circulated as 'top-down' (the government level) and 'bottom-up' (the socio-pedagogical level), in the context of interdependent external (the

¹ The pedagogical dictionary in 2 volumes/The Editorial Board: I. A. Kairov, N. K. Honcharov, N. D. Kazjmin, etc.-V.2,-M., 1960.-766 p.-P. 263-264.

² Sbrueva A. A. The tendencies of the reforming of the secondary education of the developed English-speaking countries in the context of the globalization (90 years of the XX-th century – the early 21-st century)/Alla Anatoliivna Sbruyeva.-Sumy, 2004.-500 p.-P. 10-11.

³Vasylyuk A. V. The reforms of the school education in Poland: History and Modernity: Monograph/Alla Volodymyrivna Vasylyuk.-Nizhyn, 2007.-340 p.-P. 13.

socio-political, socio-economical) and internal (the pedagogical) factors on the procedural (the organizing) and semantic (the pedagogical) levels; in the narrow sense as a continuous stream of the uniformly scaled changes in the school system as part of the state educational and administrative level"⁴.

1848 year was the year of the beginning of the national liberation struggle in Hungary. The main task of this struggle was a secession of Hungary from the influence of the Habsburg monarchy into a separate state, the liquidation of the economic foundations of the feudalism, the providing of the democratization of a political life. But the most important is the providing of the equal rights for all ethnic groups, which were the part of the Austria-Hungary. Transcarpathia was also a part of Austria-Hungary.

The socio-economic development of Transcarpathia of the period that we study is caused by the transition to a new type of a capitalist type of the economic relations and the establishment of a bourgeois society. This could not affect on the structure of the society, on its political, cultural and educational life. Primarily the changes related to the composition of the population of Transcarpathia region. So according to the census which was conducted by the government on October, 31st, 1857 in the Transcarpathian lands in the Uzshansjk, Berezjkyi, Uhochansjkyi and Maramoroshsjkyi komitats lived 330 thousand people, of which 230 thousand are the Rusyn-Ukrainian population.⁵ Till the early XIX-th century the number of population grew almost in 2.5 times and made 848 160 people. About the ethnic composition should be noted that 48.1% of the total population of the region was the Rusyn population, 18% - the Hungarian, 15% - the Jews, 11% - the Romanians, 4.5% - the Slovaks, 3% - the Germans, 0.4% -the other⁶. It should be noted that the ethnic composition was determined on the signs of the spoken language and religion.

The second half of the XIX-th century was marked by a number of reforms that regulated the economic, social and political life of Transcarpathia. Among the most important was the agrarian reform (1853, 1868, 1871, 1908 years), which the first of all was carried out for interests of the large landowners. This has led to landless of a large number of peasant farms and caused the debts among the poor population of the edge. The direct consequence of this reform was impossibility to maintain the schools in the rural areas. Are mainly the maintenance of the rural schools was carried out at the expense of the rural communities: *"The biggest obstacle in respect of the*

⁴ Berezivsjka L. D. The organization and pedagogical principles of the reforming of the school education in Ukraine in XX-th century: Dissertation of the D.of S.: 13.00.01-General Pedagogy and History of Pedagogy/ Larysa Dmytrivna Berezivsjka.-Kyiv, 2009.-V.1.-505 p.-P. 71.

⁵ Magyar statisztikai évkönyv/Uj folyam.-Budapest, 1916.-22 köt.-6-7 old.

⁶ Ibid.

*establishment of the rural schools is visible poverty of our people... How can we require that our people, who often do not have enough livelihood and paying taxes that they for their money have built the school house and to pay to the teacher?"*⁷

A substantial feature of the socio-economic development of Transcarpathia of the period under study was the fact that much of the local Ruthenian population lived below the poverty line. This also reflected on the development of the elementary school of this period, especially that which were placed in the mountainous areas. Particular after the departure of the breadwinner on earnings on their children lay burden to keep the farm property. They have used the children in the household as a workforce: *"the peasant can not send their children to school, they attracted them for depasture of the cattle from early spring to late autumn"*.⁸ This fact has led the seasonal nature of attendance by the school children the training sessions.

Thus, the question of the availability of an elementary school in one or another locality depended on a geographical location of such school, and also depended from the employment of the population, of the development of the certain branches of the economy. *"The villages which were located on more fertile lands were materially better provided. Also such villages better paid to their teachers. The salary of the northern, mountain areas' teaches was poorer"*⁹

Typical for this period is the process of an intensification of an attracting of foreign capital into the economy of Transcarpathia. And this leads not only to growth of the economic indicators, but also to the changes in the social structure of the population of the areas. Particular an increase of the Austrian, German and Hungarian capital leads to an increase the number of the representatives of the ethnic groups that inhabited the Transcarpathia. And accordingly it is also influence on the number of the students of an elementary school and requires the organization of a teaching and educational process according to the needs of these ethnic groups. To the end of the XIX-th century the number of school-age pupils, for example, the German or Hungarian speaking gradually increased, this also displayed on the language of learning. We provide the statistical data for the 1895-1896 years concerning the ethnic composition of the students of the Uzhanlska zhupa's elementary schools. In this locality were 518

⁷ Bondar A., Chuma A. The Ukrainian school on Transcarpathia and Eastern Slovakia (The historical essay). Part 1./Andrii Bondar, Andrii Chuma.-Presov, 1967.-167 p.-p. 61.

⁸ One of the obstacles of the folk education on Hungarian Rus//Light.-1870-No. 7.- P. 3.

⁹ Bondar A., Chuma A. The Ukrainian school on Transcarpathia and Eastern Slovakia (The historical essay). Part 1./Andrii Bondar, Andrii Chuma.-Presov, 1967.-167 p.-p. 66.

schools in the 209 villages, of them: the Hungarian speaking – 8197, the Ruthenian speaking – 7686, the German speaking – 342, the Serbian speaking – 61, the Romanian speaking – 3, and also the bilingual – 6442.¹⁰

Considering the reforms that took place in the post-revolutionary period in the political (the expansion of the rights and freedoms of the national minorities) and economic (the forestry and agriculture, the construction of railway traffic, the industrial development in some cities, the development of infrastructure) life in Transcarpathia the Hungarian Government also has directed its efforts on the reforming of an education and schooling. In particular under the Law III "About Establishment of the Independent Hungarian Ministries" (1848 y.). On March 16-th 1848 in the government newspaper "National News" (*Nemzeti Újság*) was printed the announcement about creation of the Ministry of Culture, Religion and Public Education. From April 1848 the relevant ministry has begun to develop the educational law. Underlying of this law have been laid the pedagogical ideas of the progressive educators. They declared the release of the school from the influence of religion and the teaching children by the native "mother language". These positive changes received the support among other not-Hungarian nationalities residing in Hungary. In particular, this led to the discovery of new opportunities for the development of the school affairs for the indigenous population of Transcarpathia. And so "under the guidance of Dobryanskyi a delegation was sent to the emperor Franz Joseph with the requirements of the Transcarpathian population. The requirements touch and the ordering of the school affairs: the recognition of the Ruthenian nationality in Hungary, the introduction of the native language in schools, the creation in the Ruthenian counties the gymnasiums, the creation of Academy in Uzhgorod, the opening of access to Transcarpathian youth at Lviv University, the granting to the Ruthenian teachers such rights and material provision as in other areas of the state. The emperor satisfied only some requirements: the native language has become a compulsory subject in the schools, the folk schools in which studied the majority of local students were transferred under the leadership of the Ruthenian consistories, also was paid attention to the study of the native language in the teacher's seminary. Victor Dobryanskyi, the brother of Adolf

¹⁰ State Archive of Transcarpathia region. F. 113. The Royal School Inspectorate of Uzhansjka Zhupa, t. Uzhgorod, 1868-1917. Description 67. The statistics about the state of the schools, the number of the teachers and students of Uzhansjka Zhupa per 1896-1897 yy. (on documents of 1895-1896 years.) – 19 pages.

*Dobryanskyi, was appointed the District Inspector of the Ukrainian schools".*¹¹

The government handed over the powers on the organization and maintenance of the schools by the local communities. However, as noted earlier, not all communities and not all areas can ensure the full functioning of schools. This step which was made by the Government of Hungary with its awareness of the difficult socio-economic situation of the Ruthenian population made it impossible the rapid spread of the elementary education in their native language. This fact ultimately helped to preserve the state policy in the education sphere.

And despite the difficulties of the organization and maintenance of the elementary schools, their number has gradually increased. Mainly their number increased by means of public figures, in the vast majority they were the sponsors too. Among the latter was O. Dukhnovych. He has contributed greatly to the development of school affairs, pedagogy and creation of the textbooks. To him belongs the first edition of the textbook on the whole territory of Western Ukraine. He is the author of the first edition of the textbook on the whole territory of Western Ukraine on the theory and practice of teaching and education of youth "*Folk pedagogy for schools and teachers in the rural areas*" (1857), "*A reading book for beginners*" (1847, 1850, 1852, 1854), "*A brief description of the land for the young Ruthenians*" (1831), "*An abridged grammar of the written Ruthenian language*" (1853). The pedagogical ideas of O. Dukhnovych had considerable influence on the development and the formation of educational thought in Transcarpathia up to the middle XX-th century, until the our region was joining to the Soviet Ukraine.

The next step in the reforming of an education was the adoption in 1868 year the new educational law. This law entered the history as the law of Joseph Eötvös. He was the minister of culture and education of Hungary. The progressivity of this law consisted in the fact that he officially left the right to exercise the elementary education, that is the training was by the native language in the elementary schools. This Law was the basis for the reforming of the elementary school. In particular, began to function the elementary folk schools with two training courses – the elementary school (1-6 classes) and a higher folk school (3 classes for boys, 2 classes for girls). The basic elementary school had to visit all the children between the ages of six to twelve years. After the end of this basic elementary school all children should go to a higher folk school. A higher folk school operated mainly in the evening time from October

¹¹ Bondar A., Chuma A. The Ukrainian school on Transcarpathia and Eastern Slovakia (The historical essay). Part 1./Andrii Bondar, Andrii Chuma.-Presov, 1967.-167 p.-P. 55-56.

till March. The main task of this school was to provide a comprehensive education, to prepare the students for the performing of the work functions (at each such school should be set up the training workrooms or agricultural plots). The history of the development of the schooling subsequently will show that these higher folk schools lost their relevance and delegated their functions to the civil schools.

In accordance with Law of J. Eötvös the schools could be created by the public or private funds, the schools could belong to the communities or church. However the establishment of the public schools was one of the most effective methods for the implementation of the national education policy. In addition these schools excelled better by the skilled and material support. In the public schools all the training subjects were studied on the state – Hungarian – language. The church schools the question of a language of training decided together with the community. Mostly was carried the bilingual training in such schools. In the absence of the textbooks and the appropriate training of the teachers, a level of an academic progress was significantly lower than in the public schools. The Law also established *"that where there are 30 school-age children whose parents do not wish to send to a church school, the village should take care of the opening a general (rural) school. The state may, but not must, build and open a school"*.¹² Should be noted that such schools were very little in Transcarpathia.

In regard to the content of the education of this period, we must noted, that in the vast majority of the elementary schools, the preference was given to studying of the ecclesiastical objects, native language, arithmetic. The lack of textbooks has led the study of geography and history only in some schools. The priority of the pedagogical valuables of this period became the "mother" (native) language, patriotism, nation, religious moral and ethical postulates.

By the laws, which were issued by the Hungarian government in 1879 and 1897 years was determined the language policy in the educational sphere, which narrowed a progressiveness of the previous laws on the development of the educational and schooling among the representatives of other nationalities, namely: the introduction of the mandatory study of the state Hungarian language in other languages schools, the use in the learning process of the textbooks by the decision of the Ministry of Education, the appointment on the executive positions the people who owned the Hungarian language in the educational areas. Certainly such state of affairs in many respects was caused by the lack of the unified position

¹² Bondar A., Chuma A. The Ukrainian school on Transcarpathia and Eastern Slovakia (The historical essay). Part 1./Andrii Bondar, Andrii Chuma.-Presov, 1967.-167 p.-P. 55-56.

among the representatives of the Ruthenian population on the definition of the literary language. According the opinion of O. Morozova the literary language was predetermined "by such factors: 1. geographical (the geographical boundary of the Ukrainian territory coincided with the ethnographic boundary of the Magyars and Slovaks in the south). The relationship of the Ukrainian frequently took place only in Magyar or Slovak environment. 2. The ethno-cultural (the influence of the neighbouring nations on the Ukrainians of Transcarpathia). 3. The ethnic factor (the location of several other ethnic groups such as the Jews, Gypsies, Germans, Romanians, Hungarians, Czechs, Russians and other on the Ukrainian ethnographic territory). Besides, the social and economic situation was also unfavourable for the formation of the national intelligentsia as a major mover in the case of nationalization of the education".¹³

So, the local population in the educational and cultural sphere used "Ruthenian paganism" that was a language that was a mixture of Russian, Ukrainian and Slovak languages, and was more acceptable to the official Hungarian government and moskvofil organizations than the literary variant of the Ukrainian language.

The positive point of the educational reforms that were carried out by the Government of Hungary was the appearance of a large number of the educational publications. On the pages of these editions were published the official materials of the Ministry of Education. And as well published the leading pedagogical ideas and the tendencies of education, teaching methods of certain subjects, the issue of the educational content, the compilation of textbooks etc., that certifies the interest of the pedagogical public to the spread of education and schooling on Transcarpathia. I. Melnik studied the issue of the problems of the public education and upbringing in the pedagogical print on the West Ukrainian lands and he noted that the characteristic sign of that time was the incertitude of the political orientations of the intelligentsia.¹⁴ And therefore the pedagogical editions primarily were the spokesmen of those or other political (the Hungarian, pro- Russian) preferences. In particular the literary weekly "World" (1867 year), and since 1871 year "New World" that

¹³ Morozova O. S. The movement for introduction of the Ukrainian language in the education institutions of Ukraine in the end of XIX-th on the early XX-th. The dissertation for the degree of a candidate of the historical sciences on the specialty 07.00.01.- History of Ukraine. Mykolaiv state humanitarian university by name of Petro Mohyla/Olha Stanislavivna Morozova.-Mykolaiv, 2007.-301 p.-P. 73.

¹⁴ Meljnyk I. M. The problems of the public education and upbringing in the pedagogical press (for the materials of the Western-Ukrainian media of the second half of the XIX-th – the early XX-th century). The dissertation for the degree of a candidate of the pedagogical sciences on the specialty 13.00.01.- Theory and History of the Pedagogy. Volynsjkyi state university by the name of Lesya Ukrainka/ Iryna Mykolaivna Meljnyk.-Lutsk, 1997.-181 p.-P. 44.

was printed on "Ruthenian paganism" and could not consistently and democratically solve the problems of the folk school, of the education of the Ukrainian of the edge.

The important place among the pedagogical periodical publications was "Teacher", which was considered "the pedagogical and enlightened for the folk magazine" (1867 year). The publication was intended for a wide audience – for the teachers, school children, ordinary people. "Teacher" asserted its "Ruthenian language" in which it brightly stood out the local dialect with Russian and Hungarian words.

The political and socio-economic situation in the Transcarpathian edge considerably worsens with the beginning of the I-st World War in 1914 year. In particular, all the forces of the Hungarian government were directed at strengthening of the patriotic spirit among the Hungarian population. In addition, as the territory of Transcarpathia became the frontline that the army moved through it, on these lands were some military operations and it could not reflected on the economic and social situation. Because, during the last decades, the economic situation of the edge was extremely difficult without war, then now the situation is complicated by the fact that the adult male population went to the front. They left at home their women and children on the domestic economy.¹⁵ Certainly that in such circumstances about the development of the education and schooling could not speak, because the school premises preferably used by the military. And the teachers of the folk schools took part in the military actions also. However, should be noted, that the Hungarian Royal Ministry and Public Education, immediately after the finishing of the first year of the War began the intensive work on renovation of the activity of the folk schools, including the primary schools. In particular, by the Ministry were issued the orders No. 7681/1915 *"About record of the children to the primary schools"* and No. 8522/1916 *"About organization of a training in 1916-1917 years"*. In the first order indicated, that *"since the beginning of the second year of the War the public relations became more stable, then in the first months of the war. It is possible the renovation of the learning process in the schools which were dismissed by the military and in order to implement the professional duties of the folk teachers, who did not go to the front. It is important to expand the limits of the school year that partly fill the gaps in the school activities, after all the military actions that have taken place on the state borders of Hungary, negatively influenced on the cultural development of the*

¹⁵ Essays of the history of Transcarpathia. Volume I (from ancient times until 1918 year)/ The group of authors: I. M. Hbranchak, D.D. Danylyuk, E. A. Balahuri, V. I. Iljko, H. V. Pavlenko, V. V. Palyok.-Uzhgorod, 1993.-436 p.-P. 365-367.

country"¹⁶ Each time there were calls and written orders for the organization of the socially useful work in the schools, including the elementary school, in support of the Hungarian army and the local population, particularly, the widows and orphans, from the Hungarian government: *"in the present extraordinary situation the involvement of all working hands is extremely necessary and moral duty of each. Therefore, based on the economic and educational goals, is necessary that all students have participated in the chores"*, - indicated in the order of the Hungarian Royal Ministry and Public Education by the No. 4.046/1916, which was sent out to all elementary and secondary schools with griffin "URGENTLY".¹⁷ According to this document, above all the students should have take the mandatory part in agricultural works on the cultivation of the plants on the school gardens plots and other ground plots, which belonged to the local authorities. The harvest that was gathered by the students intended on the proper ensuring by the food of a school and also to help orphans and widows. As we see the state policy in the education sphere was directed on the formation of the public consciousness, patriotic feelings, industry, responsibility.

The conclusions and perspective directions of the study. Therefore, based on our analysis of the historical literature, archival data, we can make the following generalizations: the reforming of the elementary schools according to its scope are the systemic transformations that swept the whole system of the education in the state, regardless of the territorial location or ethnic origin. All the changes are initiated on the government level. And also found support on the social and pedagogical level (the development of the pedagogical science, the public support, the emergence of the educational media). It should be mentioned that the reforming of the education in general and the elementary school in particular was carried out in the context of the interdependent socio-political, socio-economic and pedagogical factors on the organizational (the changes in the structure of the education, the forms of ownership, the organization of teaching process, the forms and methods of teaching) and semantic (the operation of a typical curriculum, the programme from the subjects, textbooks) levels.

¹⁶ State Archive of Transcarpathia region. F. 1498, The state elementary folk and church schools of the town Mukachevo and the Mukachiv area, 1855-1944, Volume (2201-4517). D. 2. Af. 3059. The state folk school of the village Pistryalovo. The order of the Ministry of the folk education on administrative and economic matters, 27.VIII.1915-25.VII.1916 yy., 4 pages.-P. 1.

¹⁷ Ibid., P. 2.

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