

Vladimir SHEVCHENKO

*Institute of Special Education, National Academy of Pedagogical Sciences of Ukraine Laboratory
Surdo-Pedagogy*

DEVELOPMENT OF SPECIAL SCHOOLS FOR CHILDREN WITH HEARING IMPAIRMENT IN UKRAINE (XIX - EARLY XX CENTURY)

The radical changes taking place in Ukraine, have caused humanistic and democratic changes in the outlook, ideology, science and culture, and above all in history, necessitate their study and implementation of educational and pedagogical process. So today requires modern educated person is required to study the historical process, its regularities and features.

The development of Ukrainian theory and practice of teaching and educating children with hearing impairment took place in close connection with the socio-political and economic conditions of society, with the changes that have occurred in pedagogy and public education system in the Russian Empire. It ended at the beginning of the XIX century with the emergence in the Russian Empire special educational institutions for the deaf, which at that time was a progressive phenomenon. The idea of their opening, on the one hand, was prepared individual training experience (individual training is in some cases developed into a form of group school under the direction of the same person), and on the other - found a good support in the socio-economic and cultural conditions contemporary public life.

Special school for children with hearing impairment, created in Ukraine until 1917, opened at the initiative of individuals and exist mainly for charitable funds being, therefore, outside the state system, which created great difficulties and obstacles in their work and development. They developed as boarding schools, in which the organization and content of the educational process was implemented mainly in educational buildings and orphanages. Changes in the overall system of public education directly influenced the setting of children with impaired hearing in Ukraine (Demyanenko, Vazhynskyy, 1998, p. 12, 13).

In Ukraine, the first attempt to open an institution for organized training and education of deaf children has been made in the XIX century. It is associated with the name of Josef Augustus Ilinskoho (1766-1844), a Polish nobleman by birth, Russian Count and Senator who was the representative of the glorious Ilinskyh family that marked his charity for education affairs in Volyn.

In March 1803 the Count Ilinskyy proposed project plan of school for deaf children in the

approval of Russian Emperor. In May 1805 Alexander I agreed to its creation. On this basis, in 1805 Ilinsky with own funds founded in Romanov town (Novograd Volyn district, modern Zhytomyr region) the first Russian Empire «Institution» (school) for 50 deaf children (Polski slownyk biograficzny, 1961, s. 152) that existed on its lands and trained masters of art crafts, and was funded with 131,500 silver rubles profited from Romanov lands. Director of the institution appointed Dr. Earl Ilinsky philosophy, literature, physiology and law, teacher Charles University, Professor Jan Franciszek where Hamperle. Only the founder had the right to choose professors and teachers for this institution. Every year the Institute was held accountable to Volyn school and could be verified by the general or Volyn school inspector.

Originally the Earl gave a room in his palace to this «institution». Later, finding out that the number of these children was increasing, Joseph-August Ilinsky began construction of some educational institutions and business premises behind the palace. Construction continued for three years, from 1805 to 1808. Senator allocated for this 1 million of PLN: 600 000 from its own estate, which had to go a certain percentage of staff; besides 400 thousand were invested in equipment, library, physical tools, dishes and other utensils, on accommodating the teachers, heating materials, establishing school gardens etc.

The facilities of the «Institution» was a three-story building, size 48x14 meters. Three large rooms were for lessons, there were 36 bedrooms and classrooms. There were hall, lobby, kitchen, garden and parade ground in this spacious three-storey building. Basement floor room was for various workshops and office rooms. Three floors housed the living rooms, classrooms, which could be entered by the brick staircase through the hall, located in the center of the room. With broad sloping stairs you could go into the garden. Exits and entrances were planned on the side facades. One half of the building had to take the boys, and the second - girls. In every part of the building was small room for worship, and on the third floor - small house church choirs. Enfilade arrangement of rooms and corridors were given an opportunity to direct students to easily navigate in a huge house. Its facade was eight columns of composite order. Students also can use the senator's library freely, visit the gallery of paintings in his estate, the collection of medals and coins; physics and mathematics classrooms, riding-hall and craft shops with set of tools. It was an institution of the European type with appropriate academic staff (Seiko, 2002, p. 48, 49).

29 professors were invited from Germany, Italy, France, Russia and Poland for teaching to a permanent job. There were hired many teachers of crafts and arts.

«Institute» hosted deaf children, both boys and girls, from 8 to 14 years. Training and education of deaf children was carried out according to the «Vienna method», the main learning tool

which was dactylology but preserved elements of didactic system of «Mimic method». This task was to teach the deaf language in dactyl verbal, written and oral form. Thus, the system of education introduced in the early nineteenth century, first in the Russian Empire in the educational process Romanov «Institution», was a new and progressive phenomenon in deaf-mute pedagogics.

The curriculum is divided into three sections. The first was six years:

Year 1 - daktylonomiya, expression signs voice pronunciation of letters, writing and languages (Russian, Polish, German, French, Italian, Latin), arithmetic, religion, painting;

Year 2 - languages (Russian, Polish, German, French, Italian), Latin grammar, religion, science ethics, business knowledge;

Year 3- the biblical story, the science of morals, general geography, geography of empire, general (world) history, the history of Russia;

Year 4 - the biblical history, mathematics, physics, general geography, geography of empire, general history, the history of Russia;

Year 5 - biblical and general history, mathematics, experimental physics, geometry, geography, mythology, literature and architecture;

Year 6 - history, math, accounting, literature, physics, geography, architecture, botany, pharmacology, chemistry, merchandising, art, agriculture, statistics, law.

Such education was partly focused on deaf children. It is more suited to the Lyceum.

The second division was not limited in time and was artistic, creative direction. Children studied architecture, mechanics, painting, ethics, aesthetics, dance, horseback riding, fencing, swimming, gardening, working with marble, jewelery, horology.

The third section had professional guidance. The boys studied carpet weaving, carpentry business, blacksmithing, carting and more. Women doing needlework (Seiko, 2002, pp. 48-49).

Count Ilinski failed to realize their dreams. «Institution» had many teachers and few children (eg in 1808 - 12 in 1809 - 17). The reason was in the Romanov distance from major cities and lack of transport. Therefore, the number of children each year decreased (in 1813 there were 11). The authorities did not pay attention to the specialization of the institution and its level because later it turned into a shelter. Deaf children were taught only by three professors.

In 1809 the institution was visited by Professor of Mathematics, a teacher Kremenets Lyceum Y. Stsiborsky, and in 1810 and 1811 - Inspector Tadeusz Chatsky school district. By the results of the visit of the estate he reported to the senator (who was in St. Petersburg), no change for the better. Since then, the activities of the institution began to decline. Giżycko notes that the government repeal was only in 1832 «due to an inadequate number of students». Local historian

believes that the «institution» has been suspended in 1821-1822 academic year. Archival documents show that in the 1833-1835 headmaster of the «Institute» led correspondence with the board of the University of St. Vladimir. The journal «Bulletin of Europe» wrote that «the Institute» worked until 1836. At this time it turned into a dilapidated house. After the liquidation of «Institution» funds for its maintenance (60 thousand. Zł or 9000 silver rubles), were transferred to the First Kiev Gymnasium (Seiko, 2002, p. 51).

In the future, institutions for the deaf in Ukraine were organized by people who previously worked or studied in St. Petersburg and Arnoldivsko-Tretyakov (Moscow) schools. This has contributed to the spread of new forms and methods of work with deaf children. The school was founded in Odessa in 1843 Georgy Hurtsovym, former director of the St. Petersburg school for the deaf. There were two periods of work: first - the director was G. Hurtsov (1843-1896) and the second - ruled state school (1903-1917). The curriculum was the same with St. Petersburg College deaf. Initially, training was conducted by facial method from 1887 – by sound method. By 1869 the school taught only girls, in 1869 opened a branch for boys. Children studied four years. The school for the deaf in Kharkiv began work in 1896. The organizer was deaf Andrew Bakhmetiev. In 1859 he graduated from the St. Petersburg school for the deaf. Children 4-6 years studying for «Mimic» and «pure verbal» method. Jaworski priest in the village Maksimovic Kiev province in 1897 opened a parish school for deaf children. School work program of Moscow and St. Petersburg schools. Jaworski invited to work with the teacher Moscow School of Deaf A. Vozdvizhenskaya. Apprenticeship was 5-6 years, the school worked by the «pure oral method». In 1900, in Kiev Tregubova opened a school for deaf children. The first teacher was Nina Patkanov (1880-1929 gg.). Patkanov finished special pedagogical courses in St. Petersburg. In 1900 in town of Chernihiv was opened an institution for deaf boys. The first teacher was Byelavina. She graduated from special pedagogical courses in St. Petersburg. Aleksandrovskoe (now Zaporizhia) deaf school was the largest institution in Russia. It employed many teachers from St. Petersburg or Moscow or they ended special pedagogical courses at St. Petersburg College deaf (Yarmachenko, 1968, p. 58).

All schools for deaf children by 1917 were not included in institutions of public education. They did not receive scientific and methodological assistance and general management are not implemented. All schools organized their work with deaf students only to the extent the teachers themselves could facilitate it. School had training, learning different terms, different curricula and programs, textbooks. There was a great difference between them in the content, forms and methods of teaching. So each school was not like the other.

The training system has not been clearly defined, taught by «pure oral method» and by «mixed

method». But most schools operated by the oral method. Schools that originally worked by facial or mixed method gradually shifted to teaching deaf children a sound language.

In addition to teaching children languages and other subjects (arithmetic, national history, geography, science, etc.), they had to teach the profession (turning and carpentry, forge and metalwork, bookbinding, shoemaking, sewing, crafts, work in agriculture, etc.). Therefore, almost all schools were mainly the nature of employment. For a deeper study Crafts added elements of geometry, drawing and painting. Much attention was attached to manual labor and needlework. Some schools plan to include modeling, artistic embroidery, engraving art and more. School only facilitated the life of deaf students and preparing them to perform simple work that would ensure their existence.

The vast majority of schools did not have a strong financial base, which created a number of difficulties and obstacles to the efficient educational work with the deaf. In addition, it made it impossible not only to open new schools, but also to expand existing ones. Each school had denied admission each year a large number of children. There were many difficulties in the composition of school and teachers. Some special pedagogical courses at St. Petersburg College for deaf could not meet staffing requirements. Often times they had invited to work with deaf children some people who had no idea about what to do with them. This affects the efficiency of teaching - educational work in some schools.

In the late nineteenth century in Ukraine only about 1% of the 50,000 deaf people had school studies. These were children whose parents could pay large sums of money for education.

At the end of the XIX century teachers of special schools raised the issue of mandatory training for all deaf children, but the royal government did nothing for this (Yarmachenko, 1968, p. 119).

An important event, which started a new phase in the development of ASL pedagogy, was the creation of 3 May 1898 All- guardianship for deaf children. On his initiative in major cities were open care units for deaf. Their task was to improve existing schools and to open new schools for children with hearing impairment.

Departments have paid much attention to the case of deaf education among the population. They held meetings, used the local press. From this depended on the success of their work. To prevent the closure of special schools, they administered a large tuition deaf children using child labor in school workshops and farms, organized raffles, performances, parties and more.

All-Russian guardianship for deaf and its department played a positive role in expanding education for children with hearing impairment. During 9 years of its existence there were

established 40 such institutions, including in Ukraine: Kyiv School for Deaf Children (1900), who worked for the mixed method; school for deaf boys in Chernigov (1900); Lokhvytsky school for deaf children in the province of Poltava (1901), which initially worked for «Mimic method», and then «mixed method»; Aleksandrovskoe Deaf School (1903), which work mainly for «oral method»; Odessa School for Deaf Children (1903), which worked for the «mixed method» with the transition to the «pure oral method»; crafts school in the village. Kochetok Kharkov province (1905) and Kluhynivka Kharkov province (1909), which are affiliates of Kharkiv school; Simferopol School for Deaf Children (1913), which existed in the Company labor costs help deaf. These schools enrolled about 500 students. This was a significant achievement at the time.

There is a different story with education for the deaf, who were in Western Ukraine, as for many centuries western lands were isolated from Ukraine. The first school for deaf children arose from a private initiative and public charity. The conditions of life and work were similar with institutions in the Russian Empire.

The network of schools for children with hearing impairment in Western Ukraine was the Lviv School for the Deaf (1830) (Galicyjski zaklad gluchoniemych we Lwowe, 1903, s. 5), the school was designed for 50 students, but it enrolled more than 100 deaf children (Yarmachenko 1968, pp. 66-67). Lviv Jewish school deaf I. Bardaha (1871); Uzhgorod Deaf Institute (1907); Chernovtsy school for blind and deaf children (1908); Lviv School for the Deaf teens (1912).

The level of educational work in these institutions was quite primitive. Most deaf children were not specially organized, training was provided for primitive craft skills. They had no guarantees of employment. After school they could hardly find a place in life. Also school education was in Polish, Romanian or Hungarian languages. This led to the fact that students could apply their knowledge in practice.

During the First World War, schools for deaf children began to close. The main source of their budget - private donations - was sharply reduced. The situation worsened even more after 1917. During this period, private charity disappeared, and the Provisional Government left them outside their attention.

Thus, even a superficial analysis of the development and operation of special schools in Ukraine up to 1917 shows that all special schools for deaf children were in extremely difficult circumstances, their financial security was very difficult, and educational work was low. Some institutions could not take all students, and that left the vast majority of deaf children without education.

Literatura

- Galicyjski zakład głuchoniemych we Lwowie. Sprawozdanie z czynności za rok szkolny 1902/03. – Lwow. – 1903. – 30 s. – S. 5.
- Demyanenko N.M., I.P. Vazhynskyy Kształcenie nauczycieli na Ukrainie w pierwszej połowie XIX wieku. // Wszystko dla nauczycieli. - 1998. - № 11. - str 12-13.
- Ilinski // Polski słownik biograficzny. – Wrocław–Warszawa–Kraków: Polska Akademia Nauk, 1961. – T. 10. – 462 s. – S. 152.
- Seiko N. Ilinski - mecenasów kultury w Wołyniu (XIX w.) // Ścieżka edukacji. - 2002 - kwiecień. - P. 48-49, 51.
- Yarmachenko M.D. Edukacja i szkolenie dzieci niesłyszących w ZSRR. - K: Sowiet.. Szkoła, 1968. - S. 58, 66-67, 119.

literature

- Galician deaf plant in Lviv. Report on actions for the 1902-1903 school year. - Lvov. - 1903. - 30 p. - P. 5.
- Demyanenko N.M., I.P. Vazhynskyy Teacher Education in Ukraine in the first half of the nineteenth century. // All for teachers. - 1998. - № 11. - P. 12-13.
- Ilinski // Polish biographical slownyk. - Wrocław-Warsaw-Krakow: Polish Academy of Sciences, 1961. - T. 10 - 462 pp. - P. 152.
- Seiko N. Ilinski - patrons of culture in Volyn (XIX century.) // Path of education. - 2002 - April. - P. 48-49, 51.
- Yarmachenko M.D. Education and training for deaf children in the USSR. - K: The Soviets School, 1968. - P. 58, 66-67, 119.

DEVELOPMENT OF SPECIAL SCHOOLS FOR CHILDREN WITH HEARING DISORDERS IN UKRAINE (XIX - XX centuries)

Abstract

The article is devoted to the development of a network of special establishments for education and upbringing of children with hearing impairment to 1917 on the territory of modern Ukraine. The article concisely presents information about the first school for deaf education organized in the Russian Empire, presented the names of the founders, summarizes the material of special facilities and characteristics of the educational process, and highlights the importance of the activities of the All-Russian guardianship deaf.

Key words: children with impaired hearing, schools for the deaf, training, education, All-guardianship deaf.