

Evolution of Professional Pedagogical Education in Transcarpathia (second half of XIX – first half of XX century)

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Abstract. The article dwells on the main tendencies of developing professional pedagogical education in Transcarpathia in the second half of XIX – first half of XX century. Taking into account the objective condition of the region within Austrian-Hungarian monarchy, Czechoslovakia, and Hungary, the author studies the evolution of professional pedagogical education in Transcarpathia. Statutory and regulatory documents that determined the development of pedagogical education in the region are analysed. Special attention is paid to the content of pedagogical education (syllabi and curricula of teacher training seminaries). The author also elucidates some aspects of functioning of pedagogical institutions in Transcarpathia in the period under analysis, as well as the peculiar character of organizing the teaching and educational process.

Keywords: pedagogical education, syllabi, curricula, Transcarpathia.

Introduction. Modern development and reformation of the Ukrainian educational system in general and the professional pedagogical in particular is impossible without taking into account the tendencies of development of education in the past. It is essential for it enables us to use the best achievements of the past to prevent future mistakes.

Development of educational system in Transcarpathia is closely related to the objective circumstances of the region's condition within Austrian-Hungarian monarchy, the Czechoslovak Republic, and Hungary in the second half of XIX – first half of XX century. Transcarpathia underwent a combination of cultural, political, and religious influences.

In the second half of XIX – at the beginning of XX century, Transcarpathia formed part of Hungary that became part of Dual monarchy in 1867 as a result of regulating state and legal relations between Austria and Hungary. Hungarian Parliament passed a new educational law, known as Law XXXVIII of 1868 or József Eötvös Law who was minister of religion and public education then. The law stipulated conducting reforms of pedagogical education. Passing this law played a significant role in the history of developing education in Hungary and Transcarpathia. In the period under review there were three special educational establishments training primary school teachers.

According to Saint-Germain peace treaty (10 September 1919) and the treaty of Trianon (4 June 1920), Transcarpathia (Pidkarpatska Rus') was annexed to the newly formed Czechoslovakia. In compliance with international legal acts and the Constitution of Czechoslovakia (29 February 1920) Pidkarpatska Rus' was to receive broad powers of autonomy, in practice, however, this provision remained unfulfilled. At the turn of 1920 – 1930s Czechoslovakia performed a school reform. This conditioned the necessity to train highly professional pedagogues both in Czechoslovakia and Pidkarpatska Rus' alike in the period of social transformations at the beginning of XX century.

This qualitative educational progress was interrupted by an international crisis. Czechoslovakia was in a difficult state, just like Transcarpathia (Pidkarpatska Rus') that was part of it. On 2 November 1938, as a result of the

I Vienna arbitration 1523 km² of Transcarpathia's territory was returned to Hungary. On 10 March 1939, Hungarian government made a resolution to return the region in the process of a military act. In 1939 Hungary's government reorganized teacher training seminaries into lycées. The tragic events of WWII introduced their own changes into the transformation of Transcarpathia's educational sphere.

In October 1944 a new period in Transcarpathian history started. By the end of 1946, the previous system of educational establishments in Transcarpathia was cancelled and the Soviet one was introduced.

A short review of researches on the theme. Analysis of historical and pedagogical researches testifies to the fact that various aspects of educational issues, the development of the theory and practice of studying in Transcarpathian educational establishments of the second half of XIX – first half XX century were reflected in the works of scientists: Cs. Fedinec, V. Homonnay, A. Ignat, P. Khodanych, V. Khymynets, M. Klyap, P.-R. Magocsi, M. Mushynka, I. Nebesnyk, R. Oficynskyi, V. Rosul, V. Saharda, M. Talapkanych, V. Turyanytsya, M. Vehesh and others. These works have a great theoretical and practical significance for they mark the beginning of research work that is to be continued by scientists to reveal deep processes of the development of education in Transcarpathia on the way to its perfection.

Analysis of historical and pedagogical archives testifies to the fact that the issue of education in Transcarpathia cannot be viewed without taking into account political, economic and common cultural events and processes that took place at that time. Historically, each epoch is characterized by unique key ideas, moral and ethical values that influence the life of both a particular person, and peoples. Retrospective analysis of some historical events and facts in the period under analysis enables us to better understand the establishment and development of professional pedagogical education in Transcarpathia, as well as the character of state-forming processes in Austria, Austria-Hungary, Czechoslovakia, Hungary, the forms, organization and content of such education.

Taking into account the importance of the historical and pedagogical approach to the issue of establishment

and development of professional pedagogical education and the insufficient elucidation of this aspect in scientific investigations, the following theme was chosen for research: "Evolution of Professional Pedagogical Education in Transcarpathia (second half of XIX – first half of XX century)".

Aim of the research: perform a historical and pedagogical analysis of the development of professional pedagogical education in Transcarpathia in the period of social transformations in the second half of XIX – first half of XX century.

Materials and methods of research. The author studied regulatory and legal documents that determined the development of pedagogical education of Transcarpathia in the second half of XIX – first half of XX century, as well as the documentation of pedagogical educational establishments. To conduct a complex research and reach the set goals we applied the following methods of scientific research: retrospective analysis, synthesis of archive and modern printed sources on the issue under investigation enabled us to view the process of development of professional pedagogical education in Transcarpathia in the second half of XIX – first half of XX century; comparative method made it possible to compare and single out common and individual features in the development of pedagogical education in the period under review; method of systematization and theoretical generalization of the researched material; content analysis of scientific sources, state and normative documents.

Research results. In the history of Hungarian education of great importance is Eötvös József's, then religion and public education minister, 1868 Law registered under the number XXXVIII, also called the Public Education Law.

This document guaranteed legal regulation for both public schools and teacher training seminaries. Baron József Eötvös's seminary was formed as an independent professional school. Chapter VII of the Law (Paragraph 81-115) [34, pp. 266-269] referred to teacher training and specified:

- twenty seminaries were to be established in the country (Paragraph 81);
- each seminary was to be closely related to a practising school (Paragraph 82) and was to have at least a two acre garden (Paragraph 83);
- training continued for three years (Paragraph 87);
- compulsory subjects included: religion and ethics, pedagogy, education methodology, geography (general, home), history (general, home), mother tongue, Hungarian language, German language, natural sciences and their application in agriculture and industry, economics, economic and horticulture practice, the study of the home country's constitution, mathematics and geometry, singing and music (play on instruments: violin, piano), calligraphy and drawing, physical training, pedagogical practice (Paragraph 88);
- the seminaries had their own independent staff consisting of the director, at least two regular teachers, one assistant, and one practising school teacher (Paragraph 84);
- the Law prescribed the teachers' salary. A regular teacher's annual salary was 1000 Ft and 100 Ft accommodation wage. The director also received 200 Ft hono-

rium. An assistant received 450 Ft salary, could live in the flat provided by the seminary, was provided heating and catering. A practising school teacher's salary was 700 Ft and a flat (Paragraph 85);

- those 15 year old youngsters, who had knowledge of four subjects (mother tongue, mathematics, geography and history) at the level of four classes at a gymnasium, real or public school and could prove it with a certificate, could enter a seminary. The Law enabled those having no qualifications prescribed above to enter the seminary by means of entrance exams (Paragraph 86);
- the Law specified the examination procedure as well (Paragraph 101-105). The students of seminaries at the end of each academic year had to take exams before a commission consisting of the school district supervisor and the Board of Directors (Paragraph 101); after finishing the seminary graduates had to teach for a year as a kind of practice. After this each graduate had to take exams in all the subjects, written tests, and especially pedagogical practice within two years, and only after this requirement was completed successfully, the candidate could receive a teacher's certificate (Paragraph 102). Those who failed to pass the qualifying exam twice were not allowed to take it any more (Paragraph 104).

The 1868 Law under the number XXXVIII introduced changes to teacher training (Paragraph 106-115). Students in seminaries were inmates, the Board of Directors could grant living outside the seminary only in exceptional cases (Paragraph 107). The requirements for entrance included: 14 years of age, finishing a higher public school course and an entrance exam (Paragraph 108). The teaching staff could include both men and women (Paragraph 110). There was discrepancy in subjects – there was no methodology, the study of home country's Constitution, geometry, music, physical training, however, one could find orthography and women's handicraft (Paragraph 111). There was also difference in the qualifying exam procedure – after finishing the seminary women took the exam right away and got their certificate (Paragraph 114).

According to József Eötvös's public education law, only the people in possession of a certificate could become teachers. Summer courses were provided for the working teachers in the nearest seminaries.

According to the Law seminaries could be maintained by: the state, a community, a religious community, a society, an individual provided all the requirements were met.

According to historians in the sphere of education, with the adoption of the 1868 Eötvös József's XXXVIII law Hungary preceded Europe's numerous countries.

In 1869 after the law was adopted, there appeared the first ministerial curriculum for the seminaries training teachers for state primary schools [16].

According to the curriculum the students had to achieve three aims in education and teaching: 1. unselfish philanthropy; 2. the necessary sciences and methods of their successful teaching; 3. spiritual and physical skills [16, p. 3].

The first teacher-training curriculum determined the subjects, the number of academic hours, and the main elements of the syllabus.

The number of academic hours per week for the first year students majoring in teacher training was 30, second

year students had 31, third year students had 32; 93 in total. Out of these pedagogical subjects and teaching practice were allotted 13 hours, language and history subjects were given 27 hours, mathematics and natural

science disciplines had 18 hours, artistic subjects and physical training were apportioned 29 hours, religion and ethics were taught in 6 hours [16, p. 5].

Table 1. Weekly lesson plan determined by the 1869 curriculum for seminaries

	Subjects	Classes			Number of hours per week
		I.	II.	III.	
1.	Religion and ethics	2	2	2	6
2.	Pedagogical subjects a) Education and didactics b) Methodology of teaching c) Teaching practice in the practising school	4	4	5	13
3.	Hungarian language Reading, language and writing	3	3	2	8
4.	German language	3	3	2	8
5.	Mathematics a) Mathematics b) Geometry	3 –	3 –	– 2	6 2
6.	Historical subjects a) Geography b) History c) Home country's Constitution	2 – –	2 2 –	– 3 2	4 5 2
7.	Natural science subjects a) Natural history b) Physics and chemistry c) Agriculture and horticulture	2 – –	2 – –	– 4 2	4 4 2
8.	Artistic subjects a) Singing and music b) Drawing and calligraphy	5 4	5 3	4 2	14 9
9.	Physical training	2	2	2	6
	Total	30	31	32	93

The number of academic hours per week for the first year students majoring in teacher training was 30, second year students had 31, third year students had 31; 92 in total. Out of these pedagogical subjects and teaching practice were allotted 13 hours, language and history

subjects were given 27 hours, mathematics and natural science disciplines had 22 hours, artistic subjects and women's handicraft were apportioned 24 hours, religion and ethics were taught in 6 hours [16, p. 17].

Table 2. Weekly lesson plan determined by the 1869 curriculum for women's seminaries

	Subjects	Classes			Number of hours per week
		I.	II.	III.	
1.	Religion and ethics	2	2	2	6
2.	Pedagogical subjects a) Education and didactics b) Methodology of teaching	4	4	5	13
3.	Hungarian language Reading, language and writing	4	3	2	9
4.	German language	3	3	3	9
5.	Mathematics	4	3	3	10
6.	Historical subjects a) Geography b) History and home country's Constitution	2 –	2 2	– 3	4 5
7.	Natural science subjects a) Natural history b) Physics and chemistry c) Horticulture, the art of being a housewife and housekeeping	2 – –	2 – 2	– 4 2	4 4 4
8.	Women's handicraft	2	2	2	6
9.	Artistic subjects a) Singing and music b) Drawing and calligraphy	4 3	4 2	4 1	12 6
	Total	30	31	31	92

The men and women's teacher-training curriculum differs only in physical training and handicraft. Of special interest is the fact that this was the first and only document not containing the aim of teaching some disciplines. The first ministerial curriculum was valid for eight years.

The second curriculum was valid through 1877 – 1882. The main principles of the previous document remained unchanged. However, the new curriculum mentioned the aim of teaching for each of the subjects. The number of academic hours per week did not change significantly: 96. First year students had 31 hours per week, second year

students had 32, third year students had 33. Out of these pedagogical subjects and teaching practice were allotted 13 hours, language and history subjects were given 27 hours, mathematics and natural science disciplines had 21

hours, artistic subjects and physical training were apportioned 29 hours, religion and ethics were taught in 6 hours [35, p. 517].

Table 3. Weekly lesson plan determined by the 1877 curriculum for seminaries

	Subjects	Classes			Number of hours per week	
		I.	II.	III.		
1.	Religion and ethics	2	2	2	6	
2.	Pedagogical subjects	4	4	5	13	
3.	Hungarian language	3	3	2	8	
4.	German language	3	3	2	8	
5.	Mathematics	a) Mathematics	3	3	1	7
		b) Geometry	1	1	2	4
6.	Historical subjects	a) Geography	2	2	–	4
		b) History and home country's Constitution	–	2	5	7
7.	Natural science subjects	a) Natural history	2	2	1	5
		b) Physics and chemistry	–	–	3	3
		c) Agriculture	–	–	2	2
8.	Artistic subjects	a) Singing and music	5	5	4	14
		b) Drawing and calligraphy	4	3	2	9
9.	Physical training	2	2	2	6	
	Total	31	32	33	96	

The men and women's teacher-training curriculum differed only in physical training [35, pp. 514-516]. A new subject appeared – domestic industry, substituted by women's handicraft for women. Domestic industry and

women's handicraft were allotted a separate weekly plan: 2 academic hours per week in the first, second and third classes [35, pp. 516-517].

Table 4. Weekly lesson plan determined by the 1881 and 1882 curricula for seminaries

	Subjects	In a seminary					In a women's seminary					
		Classes				Num-ber of hours per week	Classes				Num-ber of hours per week	
		I.	II.	III.	IV.		I.	II.	III.	IV.		
1.	Religion and ethics	2	2	2	–	6	2	2	2	–	6	
2.	Pedagogical subjects and teaching practice	3	3	4	5	15	3	3	3	6	15	
3.	Hungarian language and literature	3	3	2	2	10	3	3	2	2	10	
4.	German grammar	3	3	2	2	10	3	3	2	2	10	
5.	Mathematics	a) Mathematics	3	2	2	2	9	2	2	2	2	8
		b) Geometry	–	2	1	1	4	–	1	1	1	3
6.	Historical subjects	a) Geography	2	2	–	–	4	2	2	–	–	4
		b) History and Constitution	–	–	3	4	7	–	–	3	4	7
7.	Natural science subjects	a) Natural history	2	2	2	–	6	2	2	2	–	6
		b) Physics and chemistry	–	–	2	3	5	–	–	2	2	4
		c) Agriculture (horticulture) and agriculture and horticulture practices	–	–	–	2	2	–	–	–	2	2
8.	Artistic subjects	a) Singing and music	4	4	4	2	14	4	4	4	2	14
		b) Drawing and calligraphy	3	2	1	1	7	3	2	2	2	9
9.	Physical training	2	2	2	2	8	1	1	1	1	4	
10.	Home industry Women's handicraft						2	2	2	2	8	
	Total	27	27	27	26	107	27	27	28	28	110	

Pedagogical subject had 13 hours out of the total number and it corresponded to the weekly plan of the 1869 Curriculum, however, one can see the gradual principle in

teaching. In the first class students studied anthropology (anatomy and psychology), these formed the basis for pedagogy and didactics, as well as some elements of

discipline pedagogy in the second class, third class students studied the history of education and school organization. The gradual principle is also present in practical training (practising school observation, teaching practice, etc.) [35, pp. 501-504]. Teaching of other subjects also sees the application of the gradual principle.

Simultaneously with the second curriculum (both in 1877) a new by-law (Ministry of religion and public education of Hungary 1877 by-law under the number 10998) was adopted on administration of state primary and public school teacher-training seminaries that regulated in detail the academic year, the examination procedure, the number of academic hours for teachers, the composition of the teaching staff, as well as the rights and duties of the Board of Directors [35, pp. 529-545].

The period of teacher training was extended from three to four years by Ágoston Trefort, religion and public education minister's 1881 decrees under the numbers 655 [36, pp. 946-950] and 15369 [38, p. 82]. At the same time new curricula appeared: in 1881 under the number 20364 by the minister's decree for women's seminaries [10], then in 1882 under the number 3998 by the minister's decree for seminaries [9]. Both curricula were revisions of the 1877 common curriculum. The following table clearly

shows the similar structure of disciplines of the 1881 and 1882 curricula.

The 1882 curriculum did not determine a separate weekly lesson plan for economic (housekeeping, vine-growing, winery, horticulture) practice [9, pp. 11-12] and home industry classes [9, p. 14], the number of academic hours depended on the decision of the teaching staff, as well as on the season and weather conditions.

The structure of the above-mentioned curricula included: main principles, curriculum, and general lesson plan. These curricula divided the single teacher and women's teacher training.

Religion and public education Hungarian Royal minister presented the new Curriculum and Curriculum Instructions with his decree of 30 June 1911 under the number 78000 for state primary school teacher training and women's teacher training seminaries [39]. The 1911 curriculum structure differed from the 1881 and 1882 curricula for it did not contain main principles, thus it did not state the general aim of teaching. The structure of this curriculum is as follows: curriculum, general lesson plan, curriculum instructions.

The disciplines prescribed by the curriculum are presented in the following table:

Table 5. The weekly lesson plan determined by the 1911 Curriculum and Curriculum Instructions for state primary school teacher training and women's teacher training seminaries

	Subjects	In a seminary					In a women's seminary				
		Classes				Σ = ∑	Classes				Σ = ∑
		I.	II.	III.	IV.		I.	II.	III.	IV.	
1.	Religion and ethics	2	2	2	2	8	2	2	2	2	8
2.	Pedagogy: Review of physical life Review of spiritual life In Public school education. Organization of public education History of education	2	–	–	–	10	2	–	–	–	10
		–	3	–	–		–	3	–	–	
		–	–	3	–		–	–	3	–	
		–	–	–	2		–	–	–	2	
3.	Teaching practice	–	–	2	6	8	–	–	2	6	8
4.	Hungarian language and literature	4	4	3	3	14	4	4	3	3	14
5.	German grammar	2	2	2	2	8	2	2	2	2	8
6.	History	3	3	2	–	8	3	3	2	–	8
7.	Constitution	–	–	–	2	2	–	–	–	2	2
8.	Geography	2	2	2	–	6	2	2	2	–	6
9.	Mathematics	4	3	2	3	12	4	3	2	3	12
10.	Natural history and chemistry	3	3	4	–	10	3	3	4	–	10
11.	Physics	–	–	2	3	5	–	–	2	3	5
12.	Hygiene	–	–	–	1	1	–	–	–	1	1
13.	Economics (household keeping)	2	2	2	2	8	2	2	2	2	8
14.	Singing and music	4	4	4	4	16	3	3	3	3	12
15.	Drawing	3	3	2	2	10	3	3	2	2	10
16.	Calligraphy	1	1	–	–	2	1	1	–	–	2
17.	Handicraft	2	2	2	2	8	1	1	1	1	4
18.	Women's handicraft	–	–	–	–	–	2	2	2	2	8
19.	Physical training and games	2	2	2	2	8	2	2	2	2	8
	Total	36	36	36	36	144	36	36	36	36	144

In comparison with the 1881 and 1882 curricula the weekly number of academic hours (1881: 27 + 27 + 28 + 28 = 110; 1882: 27 + 27 + 27 + 26 = 107) significantly increased 36 / 36 in each class of the seminary.

The number of academic hours differs only in singing-music and handicraft as determined by the 1911 curriculum for teacher training and women's teacher training seminaries.

It is evident that curriculum only cannot solve all the structural problems, however, the 1881, 1882, and 1911 teacher training and women’s teacher training curricula for primary schools fundamentally influenced the organizational framework of Hungarian teacher training.

In the period under analysis there were three teacher training establishments in Transcarpathia: in Ungvár (Czech: Užhorod. English: Uzhgorod) two Greek Catholic (for men and women) seminaries and in Munkács (Czech: Mukáčovo. English: Mukachovo) the state teacher training seminary.

With the assistance of Munkács bishop András Bacsinszky and Demeter Popovics on the grounds of “normal”, i.e. exemplary school in Ungvár training Greek Catholic singer teachers was started [32, pp. 5-6; 28, p. 3]. In 1793 king Ferenc the first sends teacher Demeter Popovics to Ungvár to organize and run pedagogical staff training for primary schools. In 1805 Demeter Popovics was appointed Pro-Inspector of Kassa (Slovak: Košice) school district [32, p. 6].

Pedagogical staff training was done in accordance with “Ratio Educationis totiusque Rei Literariae per Regnum Hungariae et Provincias eidem adnexas. Tomus I. Vindobonae. Typis Joan. Thom. Nob. de Trattner. MDCCLXXVII” published by Maria Theresia in 1777. The reform presupposed that a so-called “normal” school was to function in each school district to train teachers for

primary schools [33, pp. 23-29]. The teaching period lasted either five winter or five summer months [32, p. 7].

From 1808 to 1831 a gymnasium teacher György Kricsfalusy was appointed Pro-Inspector, and from 1831 to 1835 – “Emeritus Pro-Inspector”. In 1835 György Kricsfalusy’s successor became a famous Transcarpathian historian and linguist Mihály Lucskay, who ran preparandia till 1839. His successor is a famous Transcarpathian pedagogue János Csurgovics. He orders to make the first educational establishment stamp with Hungary’s symbols on it and an inscription in Latin: *Sigillum gr. cath. Scholae Praeparand. Ungvariensis 1841* (in translation: Stamp of the Greek Catholic teacher-training preparandia. Ungvár 1841 – S. Ch.) [32, pp. 19-25].

In 1834 five-month courses were extended to ten months [32, p. 22], and according to the decree of viceral council № 14698 of 9 May 1844 the period of study increased to two years [32, pp. 29-30].

In 1845 Hungarian becomes the official language of record keeping at the educational establishment instead of the Latin that was used to keep records before [32, p. 34-35]. In 1861 the government tries to introduce German as the language of teaching and agrees to pay salary only to those teachers who agree to conduct classes in this language. In protest János Csurgovics resigns from his post on 26 November 1861. On 18 September 1862 a teacher of theology Mihály Lichvártsik is appointed the director [32, pp. 38-39].

Table 6. Statistical data on Ungvár Royal Greek Catholic chorister and teacher training seminary* (1866/7 – 1870/1 academic years) [17, p. 79]

	1866/7 academic year	1867/8 academic year	1868/9 academic year	1869/70 academic year	1870/1 academic year
Number of teachers	4	4	4	4	4
Number of classes	2	2	2	2	2
Total number of students	37	26	26	30	34

*Together with one preparatory class, 1866/7: 15; 1870/1: 7 students.

In 1872 the period of study at Ungvár Royal Greek Catholic chorister and teacher training seminary was extended to three years [32, p. 46].

Table 7. Ungvár Royal Greek Catholic chorister and teacher training seminary (1871/2 – 1877/8 academic years)

Academic year	Number of teachers	Number of classes	Number of students				total	Number of students in the preparatory class
			I	II	III	in class		
1871/2 [18, p. 48]	6	3	11	13	12	36	24	
1872/3 [19, p. 44]	7	3	17	13	10	40	16	
1873/4 [20, p. 242]	7	3	16	13	20	49	12	
1874/5 [21, p. 700; 1]	6	3	16	15	12	43	17	
1875/6 [21, p. 702]	8	3	18	10	13	41	21	
1876/7 [2, p. 6]	–	3	32	13	8	53	24	
1877/8 [22, p. 307]	8	3	29	22	15	66	27	

In 1879 the seminary moved to a new building and a hostel for students was opened at the same time [32, p. 47].

After Mihály Lichvártsik retired in 1883 the seminary was headed by Gyula Drohobeczky. The same year a primary school was established for the seminary students' pedagogical practice. In 1887 Gyula Drohobeczky opened

a seminary chapel and put much effort into decorating it. In 1891 he became bishop of Kryzhevtsi (Croatian: Križevci), András Répay obtained the post of the director and ran the seminary for one year. In accordance with the decree of the minister of religion and public education of Hungary № 39938 of 30 September 1892 Géza Kaminszky was appointed the director [32, pp. 47-51].

Table 8. Ungvár Royal Greek Catholic chorister and teacher training seminary (1894/5 – 1897/8 academic years)

Academic year	Number of teachers	Number of classes	Number of students			
			I	II	III	total
			in class			
1894/5 [23, p. 1176]	8	3	32	31	26	89
1895/6 [24, pp. 264-265]	8	3	29	25	27	81
1896/7 [25, pp. 306-307]	8	3	44	26	20	90
1897/8 [3]	–	3	38	42	49	129

In 1899 the period of study at the seminary was increased to four years [29, p. 34; 30]. In the annual report on the functioning of Ungvár Royal Greek Catholic singer

and teacher training seminary in the 1899 – 1900 academic year Géza Kaminszky submitted the following statistical data (Table 9) [30].

Table 9. Ungvár Royal Greek Catholic chorister and teacher training seminary (1899 – 1900 academic year)

Number of teachers	Number of classes	Number of students					total	Number of independent students					Number of students in the preparatory class
		I	II	III	IV	total		I	II	III	IV	total	
		in class						in class					
11	4	43	34	21	35	133	7	5	12	11	35	24	

On 16 July 1917 Géza Kaminszky was succeeded by Ágoston Volosin [5, p. 4], who had been director until 18 October 1938 [28, p. 5]. Ágoston Volosin's talent (1874 – 1945) as a pedagogue and a scientist was best revealed when he was the director of Ungvár Greek Catholic chorister and teacher training seminary. Before this post he had a 20-year pedagogical experience, published about ten textbooks for schools. It enabled him to apply new approaches to the organization of teaching and educational process in the seminary under the difficult conditions of WWI.

In 1902 in Ungvár, side by side with the boys' chorister and teacher training seminary, a women's teacher training seminary was established with the assistance of Gyula Firczák, bishop of Munkács Greek Catholic eparchy (Decree of the Ministry of religion and public education of Hungary № 90376/1902) [26, p. 5].

Until then candidates for the post of a teacher had to take the qualifying exam individually at Ungvár Royal Greek Catholic Chorister and Teacher Training Seminary with the minister's approval. In 1900, however, the Hungarian royal religion and public education ministry issued a regulation № 46781 on qualifying exams; its article 4 stated, "Independent candidates can take a qualifying exam according to their gender at a corresponding institution with the approval of the minister of religion and public education" [26, p. 4].

Géza Kaminszky, who at the time was head of boys' chorister and teacher training seminary, was appointed the director. In 1906 he was succeeded by Gyula Melles, who ran the seminary for 17 years [26, p. 7].

Until 1 September 1912 the seminary had variable systems and two classes, from that date till 1 September 1939 it had four classes [27, p. 7].

The establishment of Ungvár women's seminary – the only in the region – resulted in partial improvements due to the slow elimination of the region's backwardness in literacy, and the necessity to open new institutions.

On 1 December 1902 a member of the Hungarian Parliament János Nedeczey at the sitting of the Bereg county Hungarian Educational Society introduced a motion to establish in the Palanok settlement (today it is the South-Western part of Mukachevo) a teacher-training seminary [11, p. 3]. The idea was not properly supported and was returned to in ten years.

On 23 May 1912 at the sitting of the town council the motion to establish a teacher training seminary was introduced again, but this time in Munkács [11, p. 7].

In April 1913 the Ministry of religion and public education of Hungary approved the establishment in Munkács of a state teacher training seminary [11, p. 11]. The new educational establishment was named "Munkács Hungarian Royal state public education teacher training seminary".

János Szondi was appointed the first director of the educational establishment (Decree of the Ministry of religion and public education of Hungary № 90037 of 11 June 1914). Before this appointment he worked as a teacher at Kiskunfélegyháza state teacher training seminary [11, p. 16].

Dr. Imre Molnár was transferred and appointed a teacher at Stubnyafüredő (Slovak: Turčianske Teplice)

teacher training seminary (Decree of the Ministry of religion and public education of Hungary № 90119 of 10 June 1914) [11, p. 16].

The first academic year at the seminary coincided with WWI.

On 14 September 1914 after a musical voice trial entrants were enrolled to the seminary. The Board of Directors made a resolution to enrol 31 first year students to the seminary. Only boys were allowed to enter the seminary.

The 1914 – 1915 academic year lasted from 15 September 1914 to 12 June 1915 [4, p. 5].

Teaching and educational process at the seminary was provided by: the director János Szondi, a teacher dr. Imre

Molnár, a part-time teacher Andor Demjanovich, educator István Ormai and 5 clergymen [11, p. 30; 4, p. 5].

The educational process at the seminary was organized in full compliance with the curriculum and the instructions approved by Ministry of religion and public education of Hungary in 1911 [39].

The weekly (6-day) academic load for students was 36 hours. Almost every day teaching lasted from 8.00 to 17.00. After analysing the training agenda of Munkács teacher training seminary for the 1914 – 1915 academic year we can state that in the afternoon students studied the subjects that did not demand great intellectual effort (Table 10) [11, p. 55].

Table 10. Training agenda of Munkács teacher training seminary for the 1914 – 1915 academic year

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8–9	Natural history	German language	Singing and music	Natural history	History	Singing and music
9–10	Mathematics	Geography	Mathematics	Mathematics	Geography	Hungarian language
10–11	Hungarian language	Pedagogy	Hungarian language	Pedagogy	Hungarian language	Mathematics
11–12	History	Drawing	History	German language	Drawing	Natural history
12–1	Singing and music	Drawing	Religion	Singing and music	Calligraphy	Religion
3–4	Economics	Physical training	–	Economics	Physical training	–
4–5	Rusyn language	Handicraft	–	Rusyn language	Handicraft	–

In the 1917 – 1918 academic year teaching skill examinations were held for the first time [12, p. 14].

During WWI the teaching and educational process in all the three pedagogical seminaries did not stop, though there were unexpected breaks.

In accordance with Saint-Germain peace treaty (10 September 1919) and the treaty of Trianon (4 June 1920), Transcarpathia (Pidkarpatska Rus’) was annexed to the newly formed Czechoslovakia. In conformity with articles 10-13 of Saint-Germain peace treaty that were included into Czechoslovakia’s Constitution (adopted on 29 February 1920), Pidkarpatska Rus’ was specified as an autonomous unit within Czechoslovakia. Despite the fact that the status of Pidkarpatska Rus’ was determined by Czechoslovakia’s Constitution and other legislative acts of the country, its provisions were not adhered to. The region obtained its real autonomous status only in 22 November 1938, when the Constitutional Law on the autonomy of Pidkarpatska Rus’ was approved in Prague; this formed the grounds for the legalization of the region’s autonomy with the right to have its own regional autonomy and the Szym (regional parliament – S. Ch.) [6].

At the beginning of September 1919, Czechoslovakia’s government established a department of education at Civil Administration headed by a supervisor [6, p. 56]. Josef Pešina was appointed the first head [8, p. 42; 7, p. 102].

On the territories annexed to Czechoslovakia all state Hungarian language seminaries were closed or changed to Slovak. Consequently, from 1919 there was no instruction in Hungarian at Mukačevo state seminary. From 1921 Rusyn was the language of instruction at Užhorod Greek Catholic seminaries for boys and girls, and as a result, they acquired qualification for teaching at a public school in the same language. Those willing to teach at a Hungar-

ian language public school had to take regular Hungarian language lessons, Hungarian being not an obligatory discipline, at the two seminaries in Užhorod. Czechoslovakia relegated teacher training seminaries to secondary schools [37]. In the Czechoslovakian period Mukačevo state seminary was mixed or had parallel classes for boys and girls [13, p. 5].

On 2 November 1938, as a result of the I Vienna arbitration 1523 km² of Transcarpathia’s territory was returned to Hungary [6, p. 169].

In the 1938 – 1939 academic year the three Transcarpathian seminaries started lyceum training [13; 26; 28] according to Acts XIII and XIV of 1938 [15, pp. 157-178]. These laws formed a new approach to teacher training: two course teacher training academy was based on four years of lyceum training.

A two-year kindergarten teacher training and a two-year home economics vocational school for women was organized at Užhorod teacher training seminary for women from 1 September 1937 according to the decrees 88993/37-11/3 and 35133/37-111/5 of Czechoslovak School and Public Education Ministry [26, p. 7]. From 1 December 1938 it stopped functioning due to lack of teachers and students [26, p. 18].

At Munkács state teacher training seminary on 12 December 1938 valiant Lajos Bessenyei school district royal director ordered to open a parallel I class with Hungarian language of instruction [13, p. 6]. After this, there was a Hungarian and Rusyn language department for the I year students, in Ungvár Greek Catholic seminaries for boys and girls, however, it is true only for the 1938 – 1939 academic year. In the Transcarpathian seminaries, in accordance with the 133200/1939. IX decree of the Religion and Public Education Ministry at the end of the

1938 – 1939 academic year the students took their school-leaving examination in conformity with the Czechoslovak system [13, p. 7; 26, p. 20]. Starting from the next year students took the Hungarian type qualifying examination [14, p. 6].

As a result of lack of students and due to the war the religion and public education minister issued a decree 55600/1941. V to cancel opening the IV class at lyceums. Thus, teacher training further on consisted of three years at a lyceum and two years at a seminary. It was not timely to modify the structure of teacher training under the ever-worsening wartime situation. The 1938 Act XIV was not implemented and the teacher training academy curriculum specified there was not elaborated. Thus, the period of teacher training in compliance with the 1923 decree of the religion and public education minister was again 5 years [31, p. 21].

Conclusions. Research of the development of professional pedagogical education in Transcarpathia in the second half of XIX – first half of XX century enabled us to draw the following conclusions.

Transcarpathia is a region that is situated on the borderline between Eastern and Western Europe. In the process of its historical development the region underwent a number of political, economic, cultural, and educational changes. There is no doubt that it influenced the development of educational system in general, and professional pedagogical one in particular.

The results of our research prove that professional pedagogical education in Transcarpathia in the period under

analysis underwent certain stages of its development. First of all, it is conditioned by it being part of Austrian-Hungarian monarchy in the second half of XIX – at the beginning of XX century. This period is characterized by the establishment and development of institutions training primary school teachers. There were three institutions offering professional pedagogical education at that time, namely two teacher training seminaries in Ungvár (for boys and girls) that belonged to Munkács Greek Catholic eparchy and a state teacher training seminary opened in Munkács in 1914. However, the beginning of XX century was characterized by critical lack of pedagogues in Transcarpathia.

In 1919 development of professional pedagogical education of *Pidkarpatska Rus'* as part of the Czechoslovak Republic started. 1920 – 1930s saw positive changes that helped improve the state of schools' pedagogical provision. However, international crisis, as well as the first tendencies of WWII hindered further progress.

The stage of restoring Hungarian government (1939 – 1944) was complex due to militarization of the whole Europe. Teacher training seminaries were reorganized into lyceums.

The research testifies to the fact that evolution of professional pedagogical education in Transcarpathia in the second half of XIX – first half of XX century took place in the context of European educational processes of the time.

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**Эволюция профессионального педагогического образования Закарпатья
(вторая половина XIX – первая половина XX в.)**

С. Ю. Човрий

Аннотация. Статья посвящена изучению основных тенденций развития профессионального педагогического образования на Закарпатье во второй половине XIX – в первой половине XX века. Учитывая объективные условия положения края в составе Австро-Венгерской монархии, Чехословакии, Венгрии, исследуется эволюция профессионального педагогического образования Закарпатья. Анализируются нормативно-правовые документы, регламентирующие образовательные процессы края. Уделено внимание содержанию педагогического образования (учебные программы, учебные планы учреждений подготовки учителей). Исследуются отдельные аспекты деятельности учреждений педагогического образования на Закарпатье в указанный период, рассматриваются особенности организации учебно-воспитательного процесса.

Ключевые слова: педагогическое образование, учебные программы, учебные планы, Закарпатье.