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## **THE ROLE OF ANCIENT LANGUAGES IN EDUCATIONAL CONTENT IN SECONDARY SCHOOL DURING 1898 -1905**

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The Role of Ancient Languages in Educational Content in Secondary School during 1898 - 1905

The article deals with the argumentations of the role of ancient languages in the content of school education in the period of 1898-1905; the content and peculiarities of the pedagogical disputes about ancient languages in the native gymnasium were revealed; the reasons, which influenced on the course of secondary school reform realizing were discovered; the proposals of pedagogical publicity and press for the improvement of the educational process of the gymnasium were given; it was analyzed the normative and law documents about learning Greece and Latin language; many points of view on the implement and learning of ancient languages were introduced.

*Key words:* ancient languages, gymnasium, secondary educational establishments, educational process, secondary school reforming.

Current socio-economic changes taking place in Ukrainian society are reflected in the change of educational paradigm as a key factor of social progress, which should provide not only quantitative parameters of education but also contribute to the achievement of high quality, efficient and competitive educational system and its compliance with the current challenges . In this regard, the content, form and structure of secondary education are reconsidered.

That is why today, when the reform of the national education is in progress, when tendencies of increased attention to the ancient world and classical languages come into sight in the context of innovative processes, the problem of pedagogical discussion on the teaching of ancient languages in gymnasiums of the late nineteenth – early twentieth century becomes actual because the research and the study of this debate, its contents and directions will enable us to avoid errors in reforming modern schooling.

The purpose of this article is to justify the role of ancient languages in the content of school education and to reveal the contents and features of pedagogical discussions about learning ancient languages in national gymnasiums during the period of 1898 – 1905.

K. Ushinsky, Ye. Schmid, D. Tikhomirov, O. Musin-Pushkin, D. Galanin, I. Alshyntsev, S. Stepanov, P. Kapterev and other direct participants of the education reform turned to this problem but their findings were more informative in their nature than analytical.

During the period of independence of Ukraine, works that touch upon the problem of different views on the reform of gymnasium education appeared, but the problem of the discussions around the ancient languages is considered indirectly, without appropriate emphasis on it (L. Berezivska, T. Mashchenko, S. Maksymova, S. Fatalchuk, L. Nikshinova and others).

The end of the 19 century was marked by secondary school reforming. It was one of the major problems of the Ministry of Public Education.

Attempts to make some changes in the school curriculum did not bring the desired results. The new minister M. Boholyenov couldn't help seeing and understanding it. In a circular, dated July 8, 1899, he acknowledged that the school had serious drawbacks, which public, especially parents and teachers paid their attention to. This distance between the school and the family, its extreme formality, students' overloading, excess of classicism, poor teaching of such subjects as the Russian Language, History, Literature, etc. [9, p. 259 – 260].

With this aim in view, a special Board of the representatives of Ministry of Public Education as well as professors, teachers, doctors was established. It started its work on January 7, 1900. Opening the first meeting, the minister announced its task:

- “To discuss the existing system of secondary schools thoroughly
- To find out its weaknesses

To point out measures to eliminate them provided that the fundamentals of the classical gymnasium and non-classical secondary school (which are the two basic types of the secondary school in Russia) will be preserved” [8, p. 2 – 3].

The Board worked extremely intensively. 32 general meetings as well as multiple meetings of subcommittees were held from January, 7 till March, 7. There were debates on all of the questions discussed. The debates were the hottest on the question: what type of school to choose: classic or real (non-classic), it means what place should be given to ancient languages.

The course of the discussion on this issue can be traced in the contents of the eight large volumes, which contain all printed materials of the work of the Board under the title: “Works of the High Rank Board on Improvement in Secondary School” (1900).

A broad debate was launched on the topic. In the course of a discussion there were a lot of opinions concerning the type of a secondary school. Consensus was not achieved. Because of disagreements on the goals of the school the members of the Board came to different conclusions on the issue about which kind of schools to give preference. They have not reached unanimous opinion on this cardinal question. The Board, represented by its individual members and subcommittees, has established the following types of schools:

- gymnasium with two ancient languages (subcommittee headed by K. Kedrov);
- gymnasium with one ancient language (subcommittee headed by A. Kirpichnikov);
- real (non-classical) eight-year school (subcommittee headed by N. Bilibin);
- a school with bifurcation into gymnasium with Latin and eight-year real (non – classic) school(subcommittee headed by A. Muromtsev);
- gymnasium, allowing the individualized approach in teaching (subcommittee headed by M. Zavadsky);
- comprehensive school of a new type (subcommittee headed by P. Vinogradov) and others.

There were also disagreements regarding the age to begin studying ancient languages. M. Zavadski and A. Kirpichnikov offered to begin to learn Latin from the

3rd form, A. Muromtsev – from the 4th, and K. Kedrov- from the 2nd. As for the Greek there was also lack of coordination. Some Board members: M.Zavadsky, A. Muromtsev suggested starting it from the 5th, others - from the 4th, and others (K. Kedrov) – from the 3<sup>rd</sup> form.

Due to the fact that the Board has not developed any project of Secondary School Reform, the Tsar ordered to create a new Board.

Karl Yanovski, the trustee of the Kazan school district, was appointed the Head of the Board.

Early in 1901, the Board, headed by K. Yanovski, presented its project of Secondary School Reform entitled “Statute of gymnasiums and progymnasiums”. According to this project, apart from eight-year gymnasiums, other types of gymnasiums are established in accordance with necessity and possibilities. They are gymnasiums comprising four (V – VIII) or six (III – VIII) senior forms. Two junior forms together with the preparatory forms can exist separately from gymnasium, making up special preparatory school. In accordance with the curriculum gymnasiums fall into groups:

- gymnasiums with two ancient languages
- gymnasiums with Latin

Under the supervision of gymnasiums with one ancient language parallel classes can be established with the course of real schools or gymnasiums with two ancient languages, and under the supervision of the last – with high school course with the Latin language. The curriculum of the gymnasiums with one ancient language comprises the following subjects: Religious Education (16 lessons), the Church Slavonic, Language Art (30 lessons), the Essentials of Logic (1 lesson), Latin (32 lessons), Mathematics (29 lessons), Physics with Cosmography (11 lessons), Nature Studies (8 lessons), Geography (9 lessons), History (16 lessons), French (24 lessons), German (11 lessons), Art (8 lessons) and Calligraphy (2 lessons). Compulsory Classical Exercises, Singing and Handicraft are introduced” [3, p. 56].

This project was printed and sent to Trustees’ councils to be discussed. However, this plan failed to be fulfilled.

A tragic event happened on February 14, 1901. During the reception in the Ministry M. Bogolyenov was assassinated by a student P. Karpovich. After severe suffering he died on March, 2.

On March 24, 1901 P. S. Vannovsky general-adjutant, a member of the State Council was appointed by the Minister of Public Education. His appointment significantly enhanced the work of the Ministry of Public Education in terms of Secondary School Reforming. At the end of May, 1901, a new committee, headed by the minister himself, was established. It had eight meetings since May, 28, 1901 till June, 7 of the same year [4, p. 129; 7, p. 90].

During this short time the committee consisting of 25 persons (employees of the Ministry of Public Education, Academicians: P. Nikitin, A. Pypin, Professors P. Vinogradov, A. Kirpichnikov, directors of classical gymnasiums and real schools (non-classic) and doctors) completed the development of the project: “The Fundamental Principles of Secondary educational establishments organization”. It worked out lesson structure tables and curriculum manuals, and, at the same time, considered the procedure of new teaching plan introduction in the existing men gymnasium, progymnasium and real school.

According to the draft of “The Fundamental Principles of Secondary educational establishments organization“, developed by the Committee “comprehensive secondary school should be a common seven-year school of a general type for all educational establishments of this kind” [5, p. 61].

Its goal should be guaranteeing its students full secondary education and at the same time preparing them to enter higher educational establishments. The first three forms (years) constitute the complete course of the lower school. They are general and compulsory for all the pupils.

Starting with the 4<sup>th</sup> form the students are divided into 2 groups: one group studies supplementary course of Nature Studies and Graphical Arts, the other one studies Latin at the same time. Greek as an optional subject can be taught in accordance with specially designed programme depending on the economical

conditions, the size of the premises and the number of the pupils who are willing to study this language” [5, p. 62].

At the same time according to this project there was a necessity to master two ancient languages to be able to enter the university without any examinations. This fact undoubtedly had to encourage those, who were to pursue a career, to learn both languages. “Those who studied both languages”, as was stated in the “Fundamental Principles”, – can be admitted to all of the faculties without entrance examinations. “Those who studied only Latin” – can be admitted to such faculties as History, Philology and Theology on condition that they pass an extra exam in Greek [5, p. 62].

The admission to higher educational institutions of those students who did not study ancient languages is “done in accordance with the rules and programmes that can be developed by the corresponding faculties and approved by the minister of public education” [5, p. 62].

It was proposed to preserve classical gymnasiums only in 5 cities: St. Petersburg, Moscow, Kyiv, Warsaw and Yuriyev (one in each city).

The results of the Committee’s work were submitted to the Tsar in June, 1901 by P. Vannovsky. The Tsar almost totally approved both the results of the Committee and its proposals. With the Tsar’s permission “The Fundamental Principles” were sent for the discussion and assessment of different institutions.

“Disagreeing with the secondary school structure proposed by the committee headed by P. S. Vannovsky, N. K. Vessel, a member of the public education minister’s Board, introduced his own project of “gymnasiums and progymnasiums statute” with explanatory note and curricular. In it N. K. Vessel acts as an advocate of a semi-classical seven-year school with compulsory Latin courses from the first to the last class (32 hours) which will be a systematic course not split into two concentrers. He admits the existence of the school with two ancient languages in university cities and “where it will be needed”, and Greek had to be started from the fourth form and studied according to the 20 hours plan of study” [7, p. 103].

But this project of M. Vessel was not taken into account.

A new draft of secondary schools reforming was ready for submission to the State Council but it was not done. On April, 11, 1902, P.Vannovsky was dismissed from his position of a minister, and a new minister G.E. Zenger was appointed the same day. The new minister who “disapproved of the reforming activities of his predecessor, due to the circumstances was bound to follow his guidelines introducing mild changes into the certainty of his initiative”. The materials on the Secondary School Reforming elaborated by the Minister’s forerunner were transferred to scientific committee of the Ministry of Public Education to be discussed.

On March 15, 1903 it was announced in the press release that “his Highness the Emperor expresses his highest wish to give instructions to the minister of Public Education which should serve as a basic document of the prospective drafts on schooling” [2, p. 332].

Among the guidelines the following thesis is noteworthy: “Gymnasiums preserve the eight-year structure; both ancient languages are taught in them, but teaching Greek is not compulsory in most of them” [1, p. 159 – 160].

Among the Tsar’s recommendations there was one which suggested that “apart from real (non-classic) schools there should be organised secondary school establishments with complete secondary school course on the basis of six-year programme. “The course completion at the educational institutions of this kind gives the right to work in the province” [1, p. 160].

Two weeks later, on March, 28, the minister received from the Tsar another instruction, directly concerning ancient languages teaching. The Tsar wrote: “Those gymnasiums which schedule the beginning of studying Greek from the fifth form, according to the curriculum confirmed by his Highness in July 20, 1902, should make gradual, starting from 1903-1904 academic year, transition to the optional study of Greek. In this way the students who transit from the fourth to the fifth form (beginning with this spring onwards and in the following years), those who didn’t study Greek in the previous forms and for whom Greek was not a compulsory subject till the time of their graduation should have it as an optional subject and it will give the opportunity for the prospective gymnasium students who didn’t learn Greek to

enjoy the same rights, which are endowed only when the gymnasium course is completed. They can be admitted to the History and Philology department as well as to Oriental Department and also to the History and Philology Institutes. On condition that they pass an additional exam in Greek in accordance with the prescribed by the gymnasium procedure” [1, p. 162].

Having received Tsar’s rescript, minister G. Zenger authorized the Academic Board and the minister’s council to elaborate the appropriate draft of the school reforming.

Having had 20 meetings the Academic Committee produced a project of “The Statute of the gymnasiums, progymnasiums and preparatory schools”. According to this project a new type of schools – a six-year school as an independent educational establishment was put forward. Its mission was to train public servants for the provincial (governorate) level and it didn’t provide an opportunity to enter the university. In addition, the gymnasium maintained the division into two types: 1) with one or 2) two ancient languages. Latin was included into compulsory subjects (30 hrs), the Greek language was given 24 hours (for schools with two languages). It is notable that the minister was authorized “to make changes in the schedule of subjects but only in favour of ancient languages” [7, p. 109].

However, this project was not implemented into life. Minister G. Zenger was discharged from his office in April, 1904. Lieutenant-General V. Hlasov was appointed for the post in his place.

The new minister had to reckon with the practices and experience of his predecessors on the issue of secondary schools reforming. But he also had his own vision of the issue.

The first thing he did was issuing a circular dated 18 May, 1904 which specified the new schedule of subjects for the first six classes of the gymnasium keeping the previous curricular for the next academic year.

New and more substantial changes in the educational process were brought about in 1905. In gymnasiums with one ancient language it was proposed to



introduce Earth Science and Philosophy (7 form) instead of Greek and to add hours of Russian, Physics and German.

In gymnasiums with two ancient languages it was decided to introduce only Philosophy instead of Greek in the 7<sup>th</sup> and 8<sup>th</sup> forms.

Implementing the plan of school reform, outlined by his predecessors, V. Glazov was collecting the material and laying the foundation for restructuring the secondary school basing on a new concept. In order to gather factual information the minister summoned a meeting of trustees of school districts on August, 7-17. Apart from trustees, one of the Minister's friends, some representatives from the Minister's Council, the head of the Academic Board, Director and Deputy Director of the General Affairs and Public Education Departments, Superintendent of Technical and industrial schools and the others were invited [6, p. 10].

Among other issues the question of ancient languages was on the agenda. For example, it was suggested that in those gymnasiums where both languages were taught as compulsory subjects they should be taught with deeper insight into them with the aim of acquiring solid classic education [6, p. 12].

After the meeting a committee headed by O. Tikhomirov, the director of Public Education Department, was founded. It functioned since March 23 till April 8, 1905. It resulted in presenting a concept on the preparatory school and a gymnasium. It was planned to found a two-stage school: the first stage was a five-year school. It was intended to combine a three-year primary school with the first two classes of a secondary school. The second stage - a six-year school - was divided into three types: classic, Latin real (non-classic), real. Thus, secondary school became an 11-year institution.

However, these ideas didn't gain support either as in October, 1905 V. Glazov was dismissed from his position. Students, their parents and the general public were tired of various projects of school reforming that remained on paper. During 8 years the school reform went around in circles.

Thus, the period from 1898 to 1905 can be called the period of deepening the crisis in teaching ancient languages and the number of hours on the subjects during

this period was gradually reducing. Accordingly, the debates on the subject were not as fierce as they used to be. Those who opposed the dominance of classical languages were satisfied with the changes in the contents of secondary education, the ancient languages teaching in particular. The voice of the defenders of classical teaching was no longer so strong because they didn't have adequate support any more.

As a prospect for future research on this issue the author is planning to reveal the causes, content and peculiarities of the pedagogical discussions recession on the study of ancient languages in the national gymnasium education in the period of 1905-1917.

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Паладьєва А. Ф.

Роль стародавніх мов у змісті шкільної освіти в період 1898 по 1905 рр.

У статті обґрунтовано роль стародавніх мов у змісті шкільної освіти в період 1898 по 1905 рр.; розкрито зміст та особливості педагогічних дискусій щодо вивчення стародавніх мов у вітчизняних гімназіях; виявлено причини, що впливали на хід проведення реформуванням середньої школи; обґрунтовано пропозиції педагогічної громадськості та преси для вдосконалення навчального процесу гімназій; проаналізовано нормативно-правові документи щодо вивчення грецької та латинської мов; представлено різні погляди на запровадження та вивчення стародавніх мов.

*Ключові слова:* стародавні мови, гімназії, середні навчальні заклади, навчальний процес, реформування середньої школи.

Паладьєва А. Ф.

Роль древних языков в содержании школьного образования в период 1898 по 1905 гг.

В статье обоснованно роль древних языков в содержании школьного образования в период 1898 по 1905 гг.; раскрыты содержание и особенности педагогических дискуссий относительно изучения древних языков в отечественных гимназиях; обнаружены причины, которые влияли на ход проведения реформирования средней школы; обоснованы предложения педагогической общественности и прессы для совершенствования учебного процесса гимназий; проанализировано нормативно-правовые документы относительно изучения греческого и латинского языков; представлены разные взгляды на внедрение и изучение древних языков.

*Ключевые слова:* древние языки, гимназии, средние учебные заведения, учебный процесс, реформирование средней школы.

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