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Staffing in Schools of Rivne Region in Second Half 1940th – first Half 1950th.

In article considered qualitative-quantitative indicators of staffing in schools of Rivne region in the postwar decade. The problems and ways of overcoming the staff deficit in schools are analysed.

Key words: educational elite, HR policy, education, school, Rivne region.

Set of scientific problem and its essence. Establishing of Soviet governance in Western Ukraine was followed by radical change of already existent national and social institutions, the main task of which was to integrate newly joined territories into Soviet model of social-political and economic system as soon as possible. The important role was played by school system, which had not only overcome mass illiteracy, but also perform an ideological-nurturing function. One of the acute problems of Soviet school system organization, besides creating of material-technical basis, was its staffing. Therefore, tracking of ways, forms and methods of solving school teacher staffing problem is an important constituent part in understanding the nature of Western Ukrainian sovietization.

Research analysis of this problem. Analyzing the state of the problem scientific elaboration, certain achievements can be stated at both the Soviet time and the Independence period. The prominent works, written by Soviet historians A. Lukashenko [1], B.Andriievsky [2], M.Motorniuk [3], according to class and ideological approach, describe the problem of the comprehensive school teacher staffing, their preparation and certification training. Educational staff problems of the investigated period are considered in works of modern Ukrainian historians D.Svorak [4], T.Marusyk [5], L.Romanets' [6], N.Krasnozhon [7]. However, the previously mentioned work do not highlight the Rivne region school staffing problem in complex.

So, on the basis of already existent scientific achievements and archive resources the set aim is analyze the specifications of Rivne region comprehensive school pedagogic staff formation in the postwar period.

Layout of the main material and reasoning of the results of the study.

Restoration of Soviet governance in Western Ukraine, as a result of Soviet victory in World War II, caused restoration of Soviet educational system, approved in the early 1940s. Forging the education sphere work, the party and government bodies faced the problem of teachers shortage. Although such trend traced in all regions of the USSR, because during the World War II about a third of prewar teachers were lost, in Western Ukraine also because of other factors [6, p.10; 8, p.221]. First, before the World War II there were only utraquistic (bilingual) schools in the region, in fact Polish schools, most of teachers were Poles. A part of them (213 people) moved to Poland after the war. Secondly, the government implementation

of the law on universal education required a significant expansion of school network, because not only children, but also adults had to be taught. From the one side, it required an additional amount of educationalists, that area was not provided. In the first postwar 1944/1945 school year 1660 teachers lacked in the region [9, p.114]. Because of the lack of teachers in several schools of the region (mainly in rural areas), the education program in history and chemistry was not fulfilled, final exams in high school were delayed, and in several districts schools were not opened, even having enough students [10, p.141]. The deficit of teachers after the war forced the USSR Ministry of Education to increase the load grade students and bring it to 40-45 students for elementary school and 30-35 students in 5-10 forms. However, in Sosnovsky, Dubrovytsky and Vysotsky districts the number of students in one class reached 42-51 [11, p.133].

Authorities resorted to a series of initiatives in order to overcome staff "famine". In December 1944 Rivne Regional Council Executive Committee decided to identify teachers, especially among women, who did not work by profession or did not work at all, and send them to work in school [9, p.114].

But the main sources of teachers' staff replenishment were pedagogical schools, Pedagogical Colleges, Pedagogical Institutes and missions of teachers from the east regions of SSR.

Facilitation of admission to training in specialized institutions was the first step to increase teachers' staff. According to the facilitation of admissions to educational institutions in 1943 persons who have completed high school with grades "excellent" and "good" entered without examination. Applicants with poor estimates also entered if there were some vacant positions. Applicants who have finished 9 forms in school were allowed to enter Pedagogical Institutes [7, p.122].

Ostrog Pedagogical School was recovered in early June 1944, and in the first of September Rivne Pedagogical Institute began to work including Faculty of Mathematics and Physics and Faculty of Language and Literature (Ukrainian and Russian). From the beginning of the school year there were 154 students in institute studied stationary, and 68 students studied by correspondence [12, p.12]. But from December 1944 Executive Committee of Rivne Regional Council of People's Deputies decided to increase the contingent that enters Pedagogical Institute on correspondence department up to 300 persons, and for those who enter Ostrog Pedagogical School up to 500 persons. Resolution obliged the regional Department of Education to begin agitation work among teachers who had incomplete higher education and made them continue their education externally to December 10, 1944. One more point was to complete external students' entry in Ostrog Pedagogic School to December 30 [13, p.61].

A need to expand the teachers' staff in region helped to increase the number of local Pedagogical Colleges because of the increase of the number of students (see Table 1).

Those educational institutions also experienced an acute shortage of qualified teachers, because 20-30% students of Pedagogical Colleges had poor knowledge. In order to improve the level of training since the September 1, 1947 Pedagogical Colleges went for 4 year training [8, p.234].

Table 1

Rivne Pedagogical Colleges and their students' contingent

Year	The amount of Pedagogical Colleges	The amount of students
On January 1, 1941	3	851
On October 1, 1944	1	96
On October 1, 1944	3	415
On September 1, 1950	3	890

Source: is based on [14, p.1; 8, p.230].

In the early postwar decades Pedagogical Colleges' student groups up to 85-90% consisted of the local youth, while the amount of local youth in pedagogical institutions of higher education was only 37-50%, particularly in Rivne Pedagogical Institute 51 students out of 154 were local in the first postwar year [8, p.235].

Shortage of staff also fought with the help of forming a broad network of educational short courses and study by correspondence. On July 15, 1944 additional annual training courses for primary school teachers in the Ostrog Pedagogical School were started. Those courses were designed for 250 students; moreover, the students could be pupils of 7th form. Students were provided with housing and meals [15, p.57]. Also teacher retraining correspondence courses were organized (for teachers of 1-4th forms and 5-7th forms), accordingly 540 and 300 teachers took part [16, p.120].

One of the ways to replenish the pedagogical potential of the region in the postwar years was the arrival of teachers from the East part of Ukraine. The flow of staff to Rivne region was increasing steadily, only during 1945-1946 academic year 579 teachers arrived [17, p.137], and by 1950 there were sent 4153 teachers in general [18, p.80]. Teachers' missions to the region were practiced until the mid-1950. A great amount of arrived teachers often did not know the real state of affairs in Western regions, much of them did not speak Ukrainian. This fact discontented local students and pupils [8, p.210].

One more problem was low professional level of teachers' staff (see Table 2).

Teachers' education data of Rivne region in 1944/1945

Education	Teachers 1-4 classes	Teachers 5-7 classes	Teachers 8-10 classes	Total
All teachers	1929	512	121	2562

With high education	8	239	74	321
Unfinished high education	12	44	38	94
Secondary pedagogical education	1160	183	9	1354
Secondary general education	151	30	–	181
Unfinished secondary education	596	16	–	612

[17]

In the 1945/1946 academic year, there were 12 percents of teachers with high education, and in some distant districts (Mlyniv, Volodymyrets, Stepansk) part of teachers who have a diploma, was little more than 1% [19 p.136]. Total for the Ukrainian SSR, this figure was 16% [20 p.200].

Due to the lack of qualified specialists, authorities constantly paid attention to the involvement of teachers who did not have the proper education to distance learning. In 1945/1946 376 teachers took the correspondence course in pedagogical colleges, 139 studied in Rivne Pedagogical Institute [19,p.136]. Obviously, significantly more teachers needed to study, but the limiting factor for them was the introduction of tuition fees in colleges and universities. Educators were in a very difficult financial situation, that's why a most of them just were not able to pay for studying at universities. Since teacher's minimum salary was 260-300 krb (karbovanets) (for example: shoes cost 140 krb, 1 meter of cloth – 330 krb), the major role in their maintenance was played by social security: lower prices for food, fuel and privileges were provided in renting apartments for teachers, who lived in rural areas. [7, p.137]. However, these measures could not radically improve the quality of life of teachers as long as they had been unsystematic and ineffective, they did not provide motivation for work. The situation of the financial maintenance slightly improved only in 1950, with the cancellation of the card system [6, p.128].

In addition to domestic troubles, local teachers had difficulties with providing quality education process through poor state of education-material base: lack of space, textbooks, furniture, visual aids and even chalk. Visual learning tools such as tables, maps, tools, was made by themselves.

Soviet leadership has engaged educators to participate in the political events and ideological work. Head of the department of national education (OBLVNO), Khomenko, at a meeting of regional committee of Employees of educational field, devoted to the work of schools in the 1946/1947 academic year, observed: "Teacher is the first holder of our ideology among the broad masses of working people. The teacher in the city and the countryside is the first propagandist and agitator of our ideas. Teacher has great and responsible task - to bring up and educate the young generation in the spirit of communism" [21, p.8]. More than 2 thousands of teachers of Rivne Region worked like agitators during the

preparation to the election of Parliament of The Soviet Union in 1946: 450 teachers were chosen to polling station elective comitions, 14 - in the district election commission, five - were secretaries of electoral districts.

In addition to their direct responsibility - student learning, teachers had a wide range of propagandisticaly - educational functions: organizing clubs at schools for the study of the Constitution, organization of politinformatsii (obligatory propagandistic lections), design of polling stations with posters and portraits of leaders, work with study clubs hardly literate and illiterate adults, agitation work in the kolhosps(collective farms) [22 p.138].

The teachers were hostages of the political situation in the region, under the watchful Supervision of OUN - UPA as well as organs of National Security. During the 1944/1945 five teachers in Volodymyretsk district and two in Sarny district were killed by representatives of Ukrainian National Underground Organisation. Seventeen teachers were arrested by National Security for cooperation with the OUN-UPA members in Mezhyrytskyi district [8, p.228], and in the village RusyvelGoshchansky district the teacher was arrested and imprisoned for 15 years only for performing rebel songs [23 p.304].

The tense political situation and the danger of life forced teachers to self-willed jobs leaving. During the 1944/1945 school year, 192 teachers left the Rivne region, without the consent of educational authorities [8, p. 228].

Another challenge for teachers was the fight against "bourgeois nationalism", which was often understood as the manifestations of the nationalism. March 8 , 1946 CPSU passed a resolution "On improvement of teacher training affairs", which directed local authorities to overcome the impact of the intelligentsia ideology of Ukrainian bourgeois nationalism and Marxist-Leninist enhance hardening rate. On April 20 the same year, power returns to the issue of education and teachers and regards the ideological work among them unsatisfactory. "In schools, educational work is poor, not obsolete formalism, apolitical, unprincipled in the teaching of history, literature, - stated in a party document. In some schools errors like bourgeois are repeating regarding the history of Ukraine and Ukrainian literature in teaching "[24].

Later, in July 1949, there was a resolution of the CPSU "On the level of educational work among the rural intelligentsia and involving its participation in mass political, cultural and educational work," which noted the poor state of this work in Rivne area. In particular, the decree states that in the circles of the study of Brief History of the CPSU 11 thousand of intellectuals, 7 thousands - teachers and doctors who are not covered by any form of political education. As a result, 5213 teachers were involved to various forms of Marxist-Leninist study during 1950 Soviet leaders were able to "check" the political maturity of teachers in all Western regions. In April and May 1950, there was a special commission headed by the CPSUU. By the teachers audit it was recommended to intensify the work of the security [8, p. 264].

After Stalin's death, the ideological pressure on teachers weakened with the beginning of transformation of the Soviet regime and the liberalization of social and political life. It should be mentioned that during this period almost all of the public schools were provided with teacher's staff, the number of students in teacher training institutions and teacher training schools had also risen (see. Table. 3).

Table 3

Quantitative changes in the teacher's corps in Rivnere region

School Year	Number of Teachers
1940/1941	5077
1944/1945	2069
1950/1951	5744
1955/1956	7519

Source: [25, p. 44; 26, p. 228].

Conclusions and recommendations for further research.

In the early postwar decades Soviet power, while establishing the work of secondary schools in the Rivnere region, faced with a lack of teaching staff. The main resources replenish the teaching staff were teaching schools, Pedagogical Colleges, Teachers Institute and sending teachers from the eastern regions of the USSR. However, most local teachers had low qualifications, which negatively affected the quality of teaching students. Constantly ideological pressure exerted on teachers, administrative management practices were accompanied by the repressive actions of the government. By mid 1950 the problem of the lack of teaching staff had been almost resolved.

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Машченко Наталья. **Кадровое обеспечение школ Ровенской области (вторая половина 1940-х – первая половина 1950-х годов).** В статье исследуется кадровое обеспечение общеобразовательных школ Ровенской области в первое послевоенное десятилетие. В это время органы советской власти столкнулись с дефицитом педагогических работников. Основными источниками пополнения учительских кадров стали выпускники педагогических школ, педучилищ, учительских институтов и приезжие педагоги из восточных областей УССР. Большинство учителей имели низкую квалификацию, что негативно влияло на качество обучения учеников. Педагоги области находились под постоянным идеологическим давлением, которое сопровождалось репрессивными акциями со стороны власти. В середине 1950-х годов в Ровенской области проблема кадрового состава учительского корпуса практически решена.

Ключевые слова: педагогическая интеллигенция, кадровая политика, общеобразовательная школа, Ровенская область.

Mashchenko Nataliia. **Staffing in Schools of Rivne Region in Second Half 1940th – first Half 1950th.** In article considered a problem of staffing in schools of Rivne region in first postwar decade. Organizing a work in schools of Rivne region, soviet authorities face with the problem of shortage of teaching staff. Main sources replenishment of teaching staff became teaching schools, pedagogical colleges, teachers universities and staff expansion of teachers from the east regions of USSR. However, most of teachers had a low qualification, what adversely effected on a quality of teaching. There were always pressure on a magisterium, administrative methods of management were followed by repressions actions from the state. To the middle of 50th years the problem of teaching stuff in region was mostly solved.

Key words: educational elite, HR policy, education, school, Rivne region.

Given to the editor board:

10.12.2014