

11. Summary

In this piece of work an overview is given of the educational system of Hungarians who ended up in minority in Transcarpathian. Since it is needed to be familiar with the circumstances of the development of the minority's educational system to describe it, therefore in our paper besides summing up the minority's educational system, in the analyses we will deal with all those circumstances in detail which according to us greatly influence the future of the Hungarians living in Ukraine.

In the point of view of the Hungarians' future the *geographical and demographic conditions* are unfavourable: the rate of the Hungarian population in Transcarpathia is gradually decreasing since the turn of the century, the previously consistent settlement system is in breaking up mainly due to the emigration.

On the other hand the *political environment* favourably changed in the last few years: the pressure of the false internationalist ideology on Hungarians vanished, the Hungarian interest protecting and professional organisations were established. The state has admitted in a number of official documents the fact that on its territory live minorities which have a right to promote and develop their own traditions, culture, and language.

At the same time the chapter *Economical and living conditions* describe well their negative effect on the future of the Hungarians' community. The economical decries, energy crisis, the mass unemployment, the artificial retaining (for many months) of the wages force more and more people to the thought of emigration.

We can admit of positive changes in the life of the *Church*. After the breaking up of the atheist Soviet Union the churches were restored to life, which we know play a very important part in the survival of minorities.

The changes in the *cultural life and institutions* give some basis for optimism since the number of Hungarian newspapers has grown rapidly, hundreds of books were published by Hungarian writers in a few years. At the same time it has to be acknowledged that it would have been impossible without Hungary's financial support.

One of the least revealed field of researches in schooling is in the period of Transcarpathia being part of Czechoslovakian Republic and the formation of the schooling system in this region after 1944. We tried to fill in this gap with our paper. The conclusion of the data can be summed up in the following way.

The biggest problem and the most urgent task of the founders of the Czechoslovakian Republic was to carry out reforms to serve their goals, interests and also to be suitable for the republican imagination. The most important aim was to reorganise quickly the previous educational system that meant partly changes in the public educational law.

The basic difference between the Hungarian and Czechoslovakian public educational system was that while the Hungarian educational system wanted to involve both the church and the school in the educational tasks, the Czechoslovakian made attempts to separate the school from the church. This principle can be found (in a disguised way) in the Czechoslovakian constitution adopted in 1920 and the purpose was to enforce it with both stopping and nationalising of church schools and also pushing the religion education into the background.

The negative sides of the Czechoslovakian policy towards ethnic minorities first for the most can be observed in the educational system. The Czechoslovakian democratic state's public educational policy can be well described by the fact that in the educational administration there were no places neither in the ministry nor in the regional office of the school inspectors for Hungarian teachers, none of the Hungarian state secondary grammar schools had a Hungarian headmaster and the secondary grammar school in Ungvar was closed down. A great number of teachers working in Hungarian primary, secondary grammar schools

and in teacher training institutions were not Hungarians, on the other hand the Hungarian teachers due to conscious policy were appointed in Rusin and Slovakian schools. It is a great insufficiency of the Slovakian Hungarian education that for the exception of theology there was no Hungarian higher education. Taking all things into consideration upper Hungary's population (and at the same time Transcarpathia) had 31 % fewer schools than it should have had according to the data of the national census. Within the meaning of the act number 189/1919 it was possible to establish Hungarian primary schools where lived at least 40 schoolable native Hungarian children. In spite of it in the school year of 1936/1937 there did not exist a Hungarian school in twenty Transcarpathian settlements where the number of Hungarians exceeded two hundred and there were at least 40 schoolable native Hungarian children. Contrary to this in more than fifty mainly Hungarian settlements so called "Czechoslovakian" schools were organised where the number of Czech and Slovak population did not exceed two hundred. The majority of Hungarian schools (nearly 90% of them) were of denominational and community nature whereas more than 40% of "Czechoslovakian" schools were of state character. What concerns the higher elementary schools the conditions were even worse. Such Hungarian settlements as Csap had no Hungarian higher elementary schools but the government founded one in Csap where the language of instruction was Slovak. The majority of the Transcarpathian higher elementary schools were maintained by the settlement or by the church while 90% of the "Czechoslovakian" schools were supported by the state. Most of the Hungarian higher elementary schools were girls' schools it indicates that Czechoslovak government did not consider the higher education of Hungarian men important. The government ignored consciously both the Hungarian vocational instruction and teacher training. The Hungarian schools in other respects were also in adverse circumstances. The schools with Czechoslovak language of instruction were given new buildings, supplied by the most modern equipment whereas the Hungarian schools were placed in old buildings, in unhealthy, narrow classrooms. There were schools as for example in Beregszász where 200 children were crammed into one classroom.

The main principle in the organisation sphere was the establishment of coeducational schools.

Five territories of the Czechoslovak Republic were not consistent in respect of educational administration: in Bohemia (the Czech territory), Moravia, and Silesia the most significant institutions were the national school boards, which consisted of an educational executive officer, the drafting officers, school inspectors, and teachers. In the case of Slovenia and Transcarpathia this system was substituted for the educational executive officer in Pozsony and Ungvar. This system in Transcarpathia consisted of a national inspector and educational executive officers (inspectors) of the 13 districts. The national office in Ungvar and the district offices formed the authorities of the second degree. Boards of trustees performed the local school administration in the case of state schools while in the case of settlement and church schools this role was fulfilled by the school boards. The regent had the right to appoint the teachers of the state schools, kindergartens; he charged the teachers of state schools with the educational executive sphere authority, he practised legal authority over the non-state schools; he appointed the state secondary schools' teachers, the teachers of teacher training and vocational schools and other employed workers.

The period between 1938 and 1944 can be treated as transitional in the sphere of education on this territory. The education between 1940-1944 was attained on the basics of the Hungarian syllabus. The most significant characteristic feature of the educational system was the retaining of the institutional customs formed in the previous centuries which was a crucial component of the education's mentality. The principle in the sphere of organisation was to separate the coeducational schools which was the inheritance from the

Czechoslovakian period, furthermore they aimed at not just separating on the basics of sex but also taking into consideration the language of instruction. This later endeavour did not have a negative aspect as in an independent position the possibility of conflicts are fewer and the conditions are better for educational management, culture fostering, and promoting the customs. What concerned mixed schools the scales tipped in the favour of the nation being in overall majority. It has to be mentioned that in the war many people cherished fears towards nationalities. Not just the possibilities to study in the mother tongue were confined, but also the remaining schools were ideologically watched over. This later characteristic feature is typical for any school administration system. The only difference is in the way it tends to educate the citizen, or in the way it opposes the self-restraining ambitions. The utility of the former factor is limited by the later so that it obviously causes conflicts.

We can talk of a sort of independence in the school administration, which the Hungarian government could implement in respect of the population being in majority in Transcarpathia. It meant neither an absolute independence nor any advantages in the sphere of managing different issues. The relativeness of the borders in the respect that within one town there existed two different administrations denotes the positive aspect of the fact that with separate administration the national educational problems can be clarified better, that the specific conflicts come better up to the surface, and it also improves the principle of equal opportunities and gives a chance for the separate representation. Those who often mention this questions are engaged not with the negligible percentages but try to prove the rights of those nationalities which live in a big community. This type of system depends on individual conditions, as its main aim would be to focus the central administration in carrying out the goals. It is also its weakness because it becomes the bone of contention of the state's expectations and the local demands. The role of the local administration is that it would carry this state of affairs with responsibility. It should have an exact plan concerning the fact who represents what as in the history of the country this is the first opportunity to represent the national interests in a collective way the exact facts of which can be well observed in the field of education. Its notable that the separate school administration left nearly no mark in the memory of Transcarpathia's population, even the academic literature made an attempt to evade this question. What was meant under Transcarpathia territory deserves even a separate paper.

With the withdraw of the 40 000 Czech administrative and police clerks and settler after the first months of the first Viennese decision their schooling system was wound up. The schools of the territories organised in 1939-1940 were included into three educational areas. The 6.070-1939 M.E. decree attached the schools in Ung, Bereg and Ugocsa counties (and also Abaúj-Tolna and Zemplén counties, Kassa). The 7.880/1940 M.E. decree separated from this unit Ugocsa county and united it together with Máramaros county (and also counties Szatmár, Szabolcs, and Szatmárnémeti) to the educational area in Szatmárnémeti (today this town can be found in Romania).

This system was valid until 1944: that meant that a given settlement's the same administrative and educational area.

The schools in Transcarpathia started to use the Hungarian syllabus from the school year 1940-1941. In the schools where the language of instruction was Hungarian the pupils studied from books valid in the whole country. For the Rusin schools books were published in Ungvár by the Governing Comity and also by the Transcarpathia Academic Society. still According to the local syllabuses Rusin language was taught in the Hungarian schools as well although there did not exist a formal order.

The political situation has totally changed in Transcarpathia in autumn 1944. The Council of the People the ruling and executive organ was organised under the soviet army's strict control. This organ's most important aim was to prove the soviet system's lawfulness.

The “reunification” was accepted as a historical action and it had a great impact on the compound of nationalities. The Hungarians and the German were established guilty while the Rusins were claimed to be Ukrainians. The Slovaks who were present here just in a small percentage could be found just in statistics, the Romanians were artificially treated as Moldovians and the figures of immigration have increased. We can talk of a period of transition due to the political changes in 1944-1945 just under some conditions, as there was not a period of tolerance in the field of education’s components. However in summer 1945 the system’s change became obvious. The public education ended up in the reference of the public educational office of the Council of the People and one of its first arrangements was to sequestrate the “foreign language” books and to provide the schools with books from the Soviet Union. However the quantity of the books was not enough and what is more they could not have been used in schools where the language of instruction was Hungarian (as the books were written in Russian). The Hungarian children were made to repeat classes in order to acquire the language. The education in the Hungarian secondary grammar schools was stopped and in none of the higher elementary schools continued the Hungarian education but the one in Beregszász. What concerns the language of instruction in the higher elementary schools there was a consistent command: the language of instruction in these schools had to be either Russian or Ukrainian. Still in these schools the teachers’ knowledge of the language was dominant and it can be proved by some documents which label the higher elementary school in Beregszász as a Hungarian one. The teachers taking into consideration their knowledge designed the syllabuses and those schools that were not supported by new Russian books made use of newspapers for the purpose of acquiring the language. Till the end of the school year a great number of teacher, mainly those who graduated from higher educational establishments, left the country.

In spite of the difficulties in the critical 1944-1945 school year 40 Hungarian public schools were educating the children.

The territory’s system of education was changed according to the decree of the Council of the People in 3 June 1945. According to this decree from the school year 1945-1946 the public schools, the civil schools and the secondary grammar schools were ceased and in their places the 4 grade primary schools, the two levelled (4 + 3) seven grade not full secondary schools and the three (4 + 3 + 3) levelled ten grade secondary schools were organised. Primary schools were opened in those places where at least 20 children of school age were living; not full secondary schools were opened in bigger villages and towns. It was obligatory for every child to finish 7 classes. It has to be mentioned that the public educational representative on 5 October 1945 issued the schools with a circular although the school year had already started on 5 October. The Ukrainian minister of education appointed the head of the Transcarpathian Public Educational Department (it is still plays the main role of supervision) on 17 November 1945, although Transcarpathia as an region was organised just on 22 January 1946 and two days later the Ukrainian laws came into force.

The school year 1945-1946 was officially considered as the first year, which was part of the Soviet educational system.

We have reached the change in the form of state, which modified the educational system in its basics. There were not made attempts of transition but instead a given and a working system was succeeded by another given and also working system and its appropriateness and local conditions were not considered.

The school year of 1944-1945 had taken away the opportunity from the Hungarian population to continue its education in a native language school the finishing of which was essential for studying in any higher educational establishment. At the same time the number of pupils had increased. At the beginning of the school year 1945-1946 82 primary schools with 7137 pupils and 16 seven grade schools with 4671 pupils started working. These seven

grade schools were organised in Beregszász, Bátor, Gát, Mezőkaszony, Mezővári, Nagyberég, Nagyszőlős, Nagypalád, Nevetlenfalva, Tiszaújlak, Csap, Eszeny, Nagygajóc, Rát, Szernye and Nagydobrony.

During the school year and even at the end of 1945 the schools were one step behind the central administration because they were not often informed about the decree on time. These circumstances were characteristic features of the ethnic schools in the following school years due to the lack of language knowledge. However in the school year of 1947-1948 the teachers did not have the right for independent actions: the school, the education, the teacher's activity in school was under tight control.

Among the schools where the language of instruction was Hungarian in the school year of 1950-1951 the seven grade schools were in majority (55) in comparison with the primary school (46) for the first time. The first ten grade secondary schools were organised for the first time among the ethnic minorities (for Hungarians as well) in Transcarpathia in the school year of 1953-1954: four Hungarian secondary schools (in Mezővári, Nagyberég, Mezőkaszony – in the Beregszász district) and one where the language of instruction was Moldovian (in the district of Ungvár). In the above mentioned school year besides these grammar schools 35 primary and 59 seven grade Hungarian schools were in operation in Transcarpathia. The biggest number of primary (14) and seven grade Hungarian schools were found in the district of Beregszász.

That is an accepted fact that in the year of 1945 a great number of schools were organised. Those official assessments that were given ever since took this fact as the only source to draw a positive picture of the educational system of ethnic groups. However the reality was very far from it as the researchers lacked sources. If we look behind the number of schools we can observe serious problems of content.

In the Soviet system the instructional aims were inferior to the educative purposes which narrowed down the knowledge of materials, orientation. The school's aim was to give lexical knowledge instead of practical. Among the subjects there was an order of priority. Such subjects as music, drawing, craft became the so-called "second-rate" subjects and could have been taught by anybody not possessing any qualification. The fact that most books were translated also hindered the acquirement of the subjects as the translation often followed the rules of the given language, it forced on both the pupils and the teachers such an artificial language which became the drawback of the scientific life on native language. Under history the history of the Soviet Union (Ukraine) and world history was meant. Hungary was not mentioned even in the later one till the end of the 1980s when officially such a subject as "The history of the Hungarian nation" was introduced in the schools of Transcarpathia where the language of instruction was Hungarian. Newspapers and books from Hungary did not reach Transcarpathia in the 40s and 50s which might have met a long felt information gap furthermore the common knowledge of Hungary had forgotten that Hungarians were living here. The nation being in majority (Ukrainian) was at disadvantage in literature, as the books could not have expressed national values and feelings. The peak in the literature for about a half a century was the reading book of Hidas and Máchlin in the rest of the books nearly just Sándor Petőfi represented the Hungarian literature. Changes were brought only by the Hungarian literature syllabus in 1976.

The most crucial questions in the education were the acquisition of the Russian language and teaching to work. Both in town and village schools the main aim was to supply the national economy with labour force, for this purpose the number of the craft lessons in the 60s was the same from elementary to secondary schools, the surplus was given by the productive education. The technical training style of secondary schools was designed to replace the professional schools.

In the education of the Russian language the question was wrongly formulated because Russian was not taught as a foreign language for that purpose that citizen had to know the state language but it was treated as “the language of communication between nations”, which of course everyone had already had to know. The syllabus was based on the learning of the grammar rules thus the majority of the pupils could not acquire the language during their ten years of study.

This concentration on the Russian language gave life to the so-called internationalist schools which were established nearly at the same time as Hungarian schools (in Hungarian schools for Hungarian children classes were opened where the language of instruction was either Russian or Ukrainian). In the middle of the 60s in one-fourth of the Hungarian schools could be found such parallel classes mainly in Beregszász district. The emerge of this type of schools resulted in the decrees of the number of pupils in Hungarian classes. This process showed the picture of self-winding up as the parents had the right to chose the language of instruction of their children’s schools.

What concerns the teachers many of them with a qualification from higher institutions had left their career in the very first year of the soviet system at the same time many church people and their relatives after proceedings were removed from their works. To replace the lack of teachers were sent from different parts of the Soviet Union to Transcarpathia who started their work mainly in non-Hungarian settlements. However the language of instruction of schools very often did not accord with the nationality of the teachers teaching in them. For example in the school year of 1957-1958 out of 1200 teachers working in Hungarian schools 655 were Hungarians. To lessen the lack of teachers it was urged to search for teachers being able to speak the language of instruction of the “non-Ukrainian” and “non-Russian” schools (the ministry of education did not use the word “nationality” in this period). Thus mainly Transcarpathian teachers were placed in Hungarian schools. Besides the Hungarians the Romanians had only their own schools (the only Slovak school was wound up after the war in 1947) where according to the decree of the ministry of education the public educational departments of Odessa, Kirovograd, and Nykolajev were bound to send teachers who could speak either Romanian or Moldovian.

Totally new generations of teachers were brought up as the old ones had already left the country or were removed from their works. The Hungarian teacher training had started in the school year of 1947-1948 with the teacher training college in Huszt. Parallel with this the teacher training institution was stopped in Ungvár and in its place the teacher training college was organised. In this college Hungarian language and literature faculty was established but this college was wounded up on 9 September 1954. The students (among them the ones who had been studying at the Hungarian faculty as well) were placed in the State University of Ungvár founded in 1954. In the teacher training college and later at the university just the Hungarian language and literature lectures were given in Hungarian language the rest of the subjects were taught in Russian.

The soviet system with two decades had established the opportunities for the native language education but instead of progress decline was experienced until the end of the 80s.

In this piece of work an overview is given of the educational system of Hungarians who ended up in minority in Transcarpathian. in the analyses we have already dealt with all those factors in detail which according to us greatly influence the future of the Hungarians living in Ukraine. The summing up of these factors can give a good basic for further researches. One of these researches could be the history of Hungarian education between the two world wars in the Czechoslovakian period. Within this project the contents and the skeleton of the native language education in schools could be observed based upon the teachers’ schedules, syllabuses and books.