



## Educational Character of Comprehended Reading in Russia (1870–1900)

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### Abstract

This study observes the practical activity of teachers in the 70s of the XIX century. It became a response to the desire of the state to regulate general issues, the external side of teaching reading (the list and form of textbooks, books, magazines, and the number of hours, the name and place of subjects in the curriculum, the direction of teaching). They reveal that teachers formed the practical skills of students and teachers themselves in setting correct, productive reading. When talking about different educational levels of reading education (folk school, different types of schools, progymnasium, men's and women's gymnasium, seminary), we deliberately avoid structural and age limits in the history of the educational process of learning to read, although we understand that the emphasis in the education of students is 8-10, 10-13, 14-16 years old - folk schools, gymnasiums, and seminaries are different, but at this stage of our historical and pedagogical research and in accordance with its purpose, it is incorrect and relatively any distinction, if we talk about a trend in the development of the idea of teaching conscious reading. This is all the more true because the sources we study do not make such distinctions; on the contrary, they emphasize the unity of the chosen line from primary education to preparatory University. For the important finding, this state of affairs revealed the shortcomings of the existing education system as a whole, directed the educational side of learning, and developed meaningful reading.

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## 1 Introduction

The establishment of the principles of the classical gymnasium in the 70 of the XIX century, according to many teachers and publicists, threw the Russian school back. Teachers resented the demand for strict adherence to the new programs and wrote about it in magazines. Perhaps this socio-political situation forced specialists to move away from the general issues of the structure of the education system in the country, abstract theoretical syllogisms to publish articles and monographs on narrow professional topics. This could not but contribute to the development of methodological thought in the field of teaching comprehended reading.

## 2 Literature Review

The works of Baltalon (1891; 1901), Bunakov (1906), Buslaev (1982), Ostrogorsky (1895), Solonina (1878), Sreznevsky (2017), Sheremetevsky (1897) reveal the essence of the educational nature of conscious reading. Galabutsky (1892), Groth (1903), Ilyinsky (1913), Kareev (1901), Skabichevsky (1895), and Tolubeyev (1893) consider narrow methodological issues of educational reading.

Potebny's (2017) philosophical research provides a scientific basis for practical methods of the beginning of the XX century.

Vdovin and Leibov (2013) collected extensive material on the formation of the literary school canon in Russia. Archival sources supplement the researchers' mental conclusions with specific examples from the documents of the period in question.

## 3 Method

The cultural-historical approach allows us to consider the phenomena of pedagogical reality in specific historical conditions. The method of interpreting the content of sources expands the productivity of pedagogical search. The humanistic approach draws attention to the individual in education. The methodology of the article includes a value-based approach to the study of historical and pedagogical events.

## 4 Result and Discussion

### 4.1 Control Over School Programs

The educational principle in teaching reading has always been present, but special attention to it now, in the 70s of the XIX century, was due to two reasons.

First, external political circumstances: the success of Russian diplomacy in canceling many provisions of the Paris Treaty of 156, opening access to the Black sea, as well as the weakening of attention to Russia from France and Prussia, the neutrality of Austria-Hungary and England allowed the Russian Empire to enter a new Russian-Turkish war, solving issues of strengthening borders, expanding territory, strengthening trade and political influence in the Balkans and in the Black sea. All these events deeply affected the General Russian public, influenced the formation of a national Patriotic position, and encouraged even the apolitical part of the population to participate in one way or another in the discussion of the future of the Russian Empire and its

purpose. Education of a citizen who is not indifferent to the fate of the Fatherland, who puts public and national interests above personal ones, and acts in the interests of the state, required a unified educational concept that would be broadcast not only by teachers but also by educational and special children's literature.

The second reason for the actualization of the educational principle in teaching conscious reading is the direction of the ongoing education reform. As part of our historical and pedagogical research, we should indicate specific steps taken by the government and the pedagogical community that contributed to the actualization of the educational principle in teaching conscious reading.

The Circulars of the Ministry of public education and the school districts' curatorships are becoming more substantive, and they explain in detail the General provisions of published official documents.

For example, in the circular of the Ministry of education 08 June 1877, Trustee of the Kharkov school district there are the following instructions in VI, VII and VIII classes will a brief overview of the history of Russian literature. And V – brief systematic course of theory of literature, It will study exemplary works of Russian literature, but also the theory and history should go hand in hand, however, (how modern!) when saving the number of hours. The new curriculum will achieve better results, not by expanding the scope, but by being more thorough and in-depth. For example, in ancient languages, more extensive reading of the same authors with a proper explanation of all that is necessary for their understanding and more varied exercises. In Russian language and literature - more often to practice a variety of oral and written native speech, explain the features of literary works [Circular of June 1877 from the Ministry of Public Education to the Trustee of the Kharkiv educational district (Fund 733, 1906-1915)]. As we can see, the tendency to the explanatory method is not alien to the supporters of the classical gymnasium in the period under review. V. K. Anrep (doctor of education) recommended a comparative method of teaching ancient, Slavic and Russian languages in the measures to improve the success of the Russian language (circular of December 10, 1899) (Foundation 733, 1906-1915). Therefore, the official suggested that the text of the Ostromirovs gospel, which was declared in two programs (in Church Slavonic and Russian), should be analyzed in parallel – «to increase scientific interest and enliven teaching». He also pointed out that the subject and content of student-written exercises are mainly works of Russian literature studied in these classes, since this is «ready-made material for language exercises in high schools» (quite consistent with the position of supporters of Baltalon (1891; 1901)). V. K. Anrep is sure that on this basis teachers counteract the superficial reading characteristic of youth since the student must study the work, understand the main idea of the author. Thus, those texts will remain in his mind. (Foundation 733, 1906-1915). Anrep warned against neglecting to correct errors in Russian translations and required them to explain phenomena from Russian grammar and stylistics to their students, as well as to focus on adapted «classical» texts and strive for students to learn only the basics (average knowledge) within the

program. All this, according to the Trustee, would increase the importance of works on ancient languages in the eyes of students (circular of November 26, 1899, Fund 185 (1901-1902)).

## 4.2 Formation of the School Canon

Logically, during this period the Russian school Canon is fixed. Under the school literary Canon, we will understand the list of classical authors and works that were regularly included in the circle of mandatory reading and study at school since the first school anthologies, recognized by the broadest public majority.

The painstaking work of scientists at the University of Tartu reveals the prerequisites for fixing certain texts in the school curriculum and anthology, explains the foreign influence on the principles of composing the first anthologies, and reveals the mechanism for creating a literary Canon. A comparative analysis of programs, anthologies, lists of library collections and lists of desirable literature from 1862-1912 (Acta, 2013) clearly demonstrates the trends in the formation of the literary Canon of the second half of the XIX – XX centuries to expand, replace some texts with others, replicate works from traditional lists in updated anthologies and Vice versa. It is interesting to note that for more than a hundred years there are no such works as «Taras Bulba» and «Dead souls» by N. V. Gogol, «Hero of our time» and «Song about ... the merchant Kalashnikov» by M. Yu. Lermontov, «War and peace» by L. N. Tolstoy, fables of I. A. Krylov, poems of N. A. Nekrasov. Surprisingly, they consider the works of M. E. Saltykov-Shchedrin or F. M. Dostoevsky fiction. They consider the «destructive» scientific and Patriotic mood «lightness», «frivolity» of foreign novels (adventurous plots without deep social overtones) by F. Cooper, J. Verne, V. Scott (Fund 733 (1871-1917); Fund 185 (1871-1917); Fund 185 (1871-1917)).

Leibov (2013) says «the more remarkable the cases of replication, significant echoes between repressed and repressed texts», the more sharply the school Canon is limited by ideological and propaedeutic frameworks (Acta, 2013), however, a separate study can be devoted to this problem.

## 4.3 The selection of texts for comprehended reading

In the preface to the publication of the «Living Word» by A. Ya. Ostrogorsky, Nestor Kotlyarevsky convinced readers that «there is no pedagogical task more difficult than the selection of reading for a young, developing mind, since the spiritual food that a child will receive largely determines its further development and should greatly help it in its later calculations with life» (Zhivoe Slovo, 1916).

Russian and several editions of the A. D. Galakhov anthology introduced at the beginning of the educational reform, but it was in the 60s that they actively discussed the expansion of the Russian literature program and the increase in the number of texts studied preferably modern ones. After 1872, they leveled all the achievements in this direction, ordered the study of Russian literature, and finished with the «Dead souls» of Nikolai Gogol. This situation was officially before 1905, when changes were made to the program, but in the anthology, and the printed samples of reviews of literary works, they regularly included other works at the discretion of the authors of

publications, although they did not give hours to study them. The activity of teachers in this regard was «underground». Thus, in the sample programs of subjects in schools in 1897, said teachers can supplement the approved material with the mandatory approval of the school Director, who, in turn, notifies the Trustee of the school district (Baltalon, 1891). In the Journal of the Ministry of National Education for May 1902, we find the MNE Circular of March 4-14, 1902, No. 7495 on expanding the material for public popular readings (Fund 733, 1871-1917).

In a report to the pedagogical Council on August 18, 1901, the Director of the Kursk men's gymnasium proposed a chronological order in the study of literary monuments, recommended «in addition to these classical writers to devote a certain amount of time to the essay of their modern era and literary trends», i.e. again spoke about expanding the program (Fund 185, 1901-1902). From the report of the teacher of the Kursk men's gymnasium P. Ya. Shandybin from May 6, 1902, we learn: the addition of one hour in grades 2 and 4 increased the explanatory reading of articles (Fund 185, 1901-1902). Works outside the program were, and many later became part of the literary Canon (Acta, 2013).

#### **4.4 Adoption of the Educational Method of Reading**

For the definition of the principles of educational reading, the first principle should be called scientific in determining aspects of the educational beginning. The idea of the educational character of conscious reading was a natural consequence of theoretical research in related Sciences. The desire for serious scientific justification gave the idea of educational influence on students using conscious reading psychological and linguistic motivation.

Psychologically, the concepts of publicists were based on the works of foreign scientists-the works of R. Wagner's encyclopedia «Handwörterbuch der Physiologie» (1853, German), F. Galton «Hereditary genius, an inquiry into its laws and consequences» (1869, English), T. Ribot «L'hérédité etude psychologique» (1873, French), A. Voisin «L'hérédité» (1873, French), E. Haeckel «Anthropogenie, Oder Entwicklungsgeschichte des Menschen» (1874, German), A. Ben's «Feelings and intellect» (1855, eng.), which considered the probability of the existence of innate ideas and abilities and determined the possibility of educating the moral creative principle of the individual based on the analysis of mental associations, and Darwin's «Expression of feelings in humans and animals» (1872, eng.), which confirmed the fact of the similarity of expressions of the main feelings in many peoples and deduced the law of expediency of associated habits). Teachers also turned to the work of domestic researchers of medicine and psychology. For example, they were taken note of by Sikorsky (1882) «on children who are difficult to educate» and «on the treatment and education of underdeveloped, retarded and feeble-minded children", in addition to special, medical, justified conclusions about the possibility of correcting the harmony of mental forces, including the educational influence of literature as an attribute of the national (national) soul; research by V. M. Bekhterev «Suggestion and its role in public life», who described the personal interest of the mentor as an important educational component of suggestion (1898-1903), I. F. Zion «Heart and brain» (1873), confirming the conclusions of the collection of Wagner.

Thus, the issues of education of pupils means comprehension of reading based on the achievement of psychological science in the late XIX century and consider the scientific teachings of domestic and foreign scholars of heredity, the beneficial effects of a positive example, possible to overcome deviations by the power of artistic expression and development of creativity. Thus, the educational influence of conscious reading was mediated by medical and psychological observations.

Russian linguistics of the second half of the XIX century develops in the direction of research of speech activity against the background of the general rise of physiology and psychology in the world, in improving the ideas of foreign linguists, primarily V. von Humboldt and A. Schleicher, and disputes with them. In the context of our research, we should mention the scientific provisions on the mechanisms of functioning of words in historical periods, in modern dialects, in different languages, in the minds of individual peoples, developed by Fortunatov and Baudouin de Courtenay. The ideas of comparative linguistics, the foundations of Russian comparative studies laid by these scientists, quickly and firmly entered the General and individual methodology of many teachers of the turn of the XIX-XX and still form an important part of applied research on text analysis in the Russian language and literature lessons, can be considered a significant component of the system of teaching conscious reading, one of the leading principles of functional literacy in General. In addition to narrowly professional aspects, research in the field of linguistics contributed to the development of the idea of national identity and self-identification encouraged the broadest public to study folk features reflected in historical and modern written sources, as well as preserved unique features of living speech-dialects and dialects. All this served as the moral basis of the educational principle in scientific activity, which inevitably extended to the practice of teaching humanitarian subjects.

Linguistics also develops issues related to other Sciences of perception of a word, image, and emotional response to an artistic image. In this respect, the richest material for our research is the works of Potebnya (1862). The rationale for the unity of the Genesis of word and thought allowed him to show in the work «Thought and language» that «the same new perception, depending on the combinations in which it will enter with the accumulated reserve in the soul, will cause this or that representation in the word, ...the same work of art, the same image has a different effect on different people, and on one person at different times, just as the same word is understood differently by everyone» (Potebnya, 1862). Thus, the linguist scientifically confirmed the validity of the practical method of explanatory reading and taking into account the individual characteristics of the student and teacher in the process of teaching conscious reading.

Another important point in the theory of Potebnya (1862) is the statement that language and its functioning in the work (especially folk literature as an older source) are the main means of human development. Also, "the same work of art, the same image has different effects on different people, and on the same person at different times, just as the same word is understood differently

by everyone; here the relative immobility of the image with the variability of content" (Potebnya, 1862). So Potebnya (1862) declared that the life of works of art that are understood (the process of understanding the artistic image in the entire unity, historical, cultural, national, and personal relationships) and understood (i.e. laid the foundations of hermeneutics and interpretative methods of teaching reading), and this was accepted by the teachers, focusing on educational effects conscious reader, however, questions how and to what extent "explain" the works which texts to use in lessons – classic or new, ancient Slavic, ancient Russian or foreign, fragments or complete poems or prose, how to build a system of questions and so on - all these seemingly private issues (in fact – fundamental for achieving the results expected by the teacher and parents) caused a lot of controversies and harsh statements in the communication of teachers, which was reflected in the pages of the periodical press.

It was in the 1980's-1900s that the method of explanatory reading developed as the main one, and the method of educational reading emerged, almost artificially opposed to it. It seems fair to distinguish correctly implemented explanatory method to keep the previous name, but its implementation in the formal, scholastic, exaggerated version, after Baltalon (1901), call the word-interpretation method. Here you should also present options for implementing the theoretical provisions of these methods in 1880-1900.

Solonina (1878) taught at the Chernihiv Teachers' Seminary. His manual for teachers on explanatory reading fully reveals both the advantages and disadvantages of the method. The work describes the experience of primary school teachers, but, once again, it reflects a single continuous line of work in the emerging system of teaching reading in Russian education at the turn of the century.

Solonina (1878) designated the «advantages of good reading», highlighted correctness, fluency (external signs that give a mechanical, i.e. not causing difficulties reading), expressiveness and consciousness (internal signs that give a conscious reading, the highest stage of which is critical reading), stressed the need for their simultaneous development and determined their relationship. It is important to note that the teacher for the first time used the term «mechanical reading» not in the modern sense of «unconscious, unthinking», but in the usual sense of «fluent, uncomplicated».

Sreznevsky (2017) made a special technique of learning to read displayed a new explanatory method. Sreznevsky considered delivered correctly reading the most important means of achieving the main goal of the lessons. The living knowledge of a living language and the ability to use it clearly", it needs to read, but not anything, but with the choice to read something that can inspire children to love and respect the advantages of a national language, and that can be subjected to rigorous critique of mind and heart right. Mediocre can be more harmful than bad (Sreznevsky, 2017).

Baltalon (1901) spoke about the importance of reading as a teacher in the classroom and a teacher in the family for 30-50 min., up to 2 lessons. Baltalon called conscious reading a lively

laboratory of written presentation, bringing pleasure and benefit to all its participants. Two lessons in writing by a lesson in correcting errors. Therefore, he built the prototype of the modern modular classes (Baltalon, 1901). The teacher convinced the judgments and conclusions of students about what they read as material for studying the features of "children's nature, children's soul is of interest to teachers and psychologists. Anxious students write better reviews both in form and in spelling attitude. Dictation of passages from any foreign authors will not give such results (Baltalon, 1901).

Let us compare the main provisions of the method of teaching conscious reading by Sreznevsky (2017) and the concept of educational reading by Baltalon (1891, 1901) in Table 1.

**Table 1: Comparison of methods of Sreznevsky and Baltalon.**

<b>Sreznevsky (2017)</b>	<b>Baltalon (1891, 1901)</b>
<b>Burrow into the content of the read – the essence of learning</b>	Reading is the foundation of teaching
<b>Divide the whole text into meaningful parts; selection of relevant passages</b>	The reading text meets the following criteria: a) integrity (not excerpts, without abbreviations) b) age-appropriate c) educational character
<b>Select "sub-significant" words and expressions as a way to: a) catch the shades of meaning, b) comprehend the expressiveness of the native language, c) perceive its nationality</b>	Visual material accompanying the reading
<b>Not a textbook, but a grammatical guide; the work is based on exemplary examples mainly from native literature</b>	Exemplary teacher/educator reading
<b>Oral and written retelling of what was read</b>	Reproduction of the read (on questions, coherently-orally and in writing)
	Commenting with analogies (preferably from life experience)

#### 4.5 Correct Statement of the Reading

Numerous publications on reading could not but fix in the minds of ordinary teachers and the public the idea of the importance of books, correct reading, and self-education through a variety of literature. Ostrogorsky (1895) writes that books, regardless of their quality, lay in the child's soul the Foundation on which the temple of the human soul is built. In this temple, he prays all his life" (Ostrogorsky, 1895). This is why it is so important to form the right reading circle. In this regard, it was puzzling that many highly educated families, who follow all the latest words of science regarding physical food, at the same time, are indifferent to the question of what to read to children at a given age (Skabichevsky, 1895). Only by correct reading can one achieve the highest ideal of reading, declared Kareev (1901), when a young person will look in literature for answers to "the highest demands of the spirit". That is why, returning to the polemic between "classics" and "realists", the publicist noted, it is important to ensure that the content of General education

becomes only generally interesting, and from this point of view it is something that cannot be imposed (Kareev, 1901). Warning against haphazard, unmanaged reading, N. Kareev emphasized that even the interest in reading, the desire to increase their knowledge cannot make a student feel the need to enrich their mind with ideological content, and only in this case there is real reading, real work that requires mental effort. Therefore, the reading guide is mandatory (Kareev, 1896). Galabutsky defined the task of secondary school as preparation for higher education, which consists in teaching students to "skillful" reading, and if the school tries to arouse in its pupils love and interest in their native literature and teach them to "intelligent" reading of the works of native writers, then it will do a great and good deed (Galabutsky, 1892).

The results of the reforms and improvement of the level of theoretical and practical knowledge and skills of teachers had a positive impact on the statistics provided by A. D. Tolstoy. So, in the report "on the tests of maturity in 1875", he noted, referring to the careful analysis of works by professors of Moscow, Kazan, Kharkov Universities - Buslaev (1982), Potebnya (1862) (1) "significant progress" compared to the previous two years, especially emphasizing that the results of written tests in the Russian language and literature of students of schools, private high schools and other third parties did not differ much from the results of examinees from Ministerial high schools, reducing the percentage of "failed" the exam from 15% to 10% on average in all districts, the Minister also emphasizes the lack of unsatisfactory oral answers in these subjects. There is serious work to correct the shortcomings. Thus, in 1873, the Kharkov and Odessa school districts that showed the worst results in the number of unsatisfactory answers two years later not only corrected the situation, but showed the lowest percentage: 10% and 12% against, for example, 27% in Warsaw, 30% in Moscow, 41% in Orenburg school district, which also reduced the number of failed exams, but less successfully. In 1875, the least well-trained graduates in the oral and written presentation of thoughts about the history of literature in its theoretical and practical coverage prompted the Minister of public education to create special district commissions, which, among other things, had to review programs and plans for teaching the native language and literature. Speaking about the reasons for the success and failure of the General philological training of graduates of high schools D. A. Tolstoy refers to the setting of reading, the conscious attitude to reading, the need for coordinated work in this direction by teachers, parents, and library organizers. The Ministry also leaves the functions of regulating and financing.

#### **4.6 Literary Discussion as the Basis of Educational Reading**

Since the end of the 70s of the XIX century, teachers have paid special attention to the literary discussion, which also serves the correct setting of reading, "lift the spirit, inspire, cause a hot and free interest in knowledge, teach speech, give dialect skills, teach self-control, and so on" (Grote, 1903). Gruzinsky (1899), Tolubeyev (1893), Sheremetevsky (1897), Baltalon (1891) allow you to describe two types of literary conversations. The first – oral essays (students were offered questions from the field of literature, history, or on controversial points that arose in any lesson, they expressed themselves in writing on the chosen occasion, handed over to the teacher for

verification, and then in a specially allotted time, these works were reproduced from memory, followed by a discussion (Tolubeyev, 1893). The second, actually literary conversations had the following goals: 1) explain your attitude to the work or historical person or the attitude of other, more experienced persons; 2) the revival of conscious, serious, mental, moral and aesthetic interests among students; 3) encouraging a more conscious attitude to the phenomena of life (Ilyinsky, 1913). It was important for such conversations not to reduce the matter to a discussion of the technical side of the work, which does not give the development of thought, which means that it hinders the students' self-activity and, as a result, leads to a decrease in interest. Thus, literary conversations, according to Baltalon (1891), excited the desire to engage in self-study. Thus, the conduct of a literary conversation formed a methodically verified method of teaching reading.

Table 2 presents the principles of educational reading.

**Table 2: Principles of educational reading**

• <b>opposition to a superficial reading</b>
• <b>parsing the text as the basis of training</b>
• <b>demonstration of the rules of Russian grammar in translations of "classic" texts</b>
• <b>selection of ideologically verified texts in the native language in accordance with the age</b>
• <b>the design of the school literary canon</b>
• <b>the formulation of principles for the compilation of anthologies to read</b>
• <b>conducting literary conversations</b>

The government did not remain indifferent to the calls of the best teachers and outstanding scientists. It was given permission to convene commissions of various types with the involvement of public figures, parents' councils to develop proposals to improve the situation in the production of children's reading, to change the programs of teaching literature. So, was organized by the Commission of the Pedagogical society at Moscow University (1899), the Commission on the reform of secondary schools under the guidance of the curator of the Moscow educational district (1899), the Commission Directorate-General of military schools (1897), the Commission on the organization of children's reading in the Department of family education (1888) and others. There was also much controversy over the options for new curricula and sample curriculum programs from 1890 onwards. It has become obvious that it is necessary to discuss issues that are obvious to specialists in order to develop a unified concept of teaching reading.

With the emphasize that when we talk about different educational levels of reading education (folk school, different types of schools, progymnasium, men's and women's gymnasium, Seminary), we deliberately avoid structural and age limits in the history of the educational process of learning to read, although we understand that the emphasis in the education of students is 8-10, 10-13, 14-16 years old - folk schools, gymnasiums, and seminaries are different (this could be the subject of a separate psychological and pedagogical study or research in the field of teaching methods of the Russian language or literature), but at this stage of our historical and pedagogical research and in accordance with its purpose, it is incorrect and relatively any distinction, if we are

talking about a trend in the development of the idea of teaching conscious reading. This is all the more true because the sources we study do not make such distinctions, on the contrary, they emphasize the unity of the chosen line from primary education to preparatory University.

## 5 Conclusion

This study highlights the characteristic features of the development of the idea of teaching conscious reading in the years 1870-1900:

- development of the educational method of learning to read due to external and internal policy of the state, further progress in educational reform and is accompanied by regulation of the government teachers staged reading of students, a detailed explanation of published circulars in this area;

- questions of education of pupils by means of conscious reading acquire special acuteness, are based on the following principles: scientific character, continuity, independence of judgments of pupils, personal positive example of the teacher, consolidation of a circle of reading and a literary Canon;

- achievements of psychological and linguistic science at the end of the XIX century take into account the scientific teachings of domestic and foreign scientists about heredity, the beneficial influence of a positive example, the possibility of overcoming deviations by the power of the artistic word, and creativity, comparison as the basic scientific principle of text analysis (laying the foundations of comparative studies and hermeneutics);

- fixing in the minds of the General public the idea of the importance of books, proper reading, self-education, and self-education with the help of a variety of literature, especially modern;

- design of the main method of teaching literature-literary conversation and development of methods of extracurricular reading as a means of education and self-education. In general, the practical activities of teachers in response to the state's desire to strictly regulate general issues, the external side of reading instruction (the list and form of manuals, books, magazines, the number of hours, the name and place of subjects in the curriculum, the direction of teaching) focused on improving the practical skills of both students and teachers themselves in setting correct, "productive" reading. Our conclusion: this state of affairs revealed the shortcomings of the existing education system as a whole and forced it to develop.

## 6 Availability of Data And Material

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