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Iaryna KVASETSKA

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Impact of Chernivtsi State Women's Teachers' Seminary on Developing Pre-School Teachers Professional Training in Bukovyna (Late XIX - Early XX Centuries)

Iaryna KVASETSKA[1]

Abstract

The article focuses on issues of formation and development of pre-school teachers' professional training in Bukovina in the time it was a part of Austrian-Hungarian Empire. On the grounds of historiographic analysis of the issue under research was found impact of state legislative-normative acts on professional pre-school education system, quality of professional training of would-be pre-school teachers. It clears the meaning of the all-Austrian law on grounds for education in people's schools of May 14, 1869, which was the first in the history of Austrian education legislation to include pre-school institutions in the system of primary education and introduced teachers professional training for pre-school and primary educational institutions on the basis of newly-founded women's teachers seminaries; the order of Ministry of Religion and Education of May 22, 1872 on kindergartens and related institutions, which established official system of pre-school education in the Austrian part of Austrian-Hungarian Empire, as well as prerequisites for obtaining teacher's qualifications at a one-year Froebel course at teachers seminaries and through distant education. The article analyzes prerequisites for formation and peculiarities of functioning of Chernivtsi State Women's Teachers Seminary, organizing pre-school teachers professional training on its basis within general teachers training for people's schools and by means of part-time Froebel courses (distant training for teachers with mandatory three-month practicum on the basis of a kindergarten with distinction at a teachers seminary).

Key words

Women's teachers' seminary, Froebel course, distant education, teachers' professional training, kindergarten with distinction.

[1] Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine, email: yarina_kvasetska@mail.ru.

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Introduction

Under the conditions of looking for effective ways of development of national education the issue of studying experience of pre-school teachers professional training has become topical, in particular in Western Ukraine in the late XIX-early XX centuries, where pre-school pedagogical education developed under the influence of West-European cultural and educational traditions. Thus, studying processes of originating and development of pre-school teachers professional training in Galicia, Bukovyna and Transcarpathia, shaping rational pedagogical ideas and retrospective analysis of teaching forms and methods are mandatory prerequisite for improvement of pre-school teachers training that lay the ground for bringing up educated, moral, nationally-conscious young generation.

Problems of pre-school teachers professional training in the late XIX-early XX centuries and role of teachers seminaries in this process were objects of study in the context of analysis of Ukrainian school and pedagogical thought in the mentioned period for such scientists as *D. Hertsiuk (2001), Z. Nahachevska (2007), D. Penishkevych (2001)* et al. Particluar aspects of pre-school education were studied by *Z. Nahachevska (1996), N. Lysenko (2001), M. Oliynyk (2012), Ya. Kvasetska (2014), H. Reho (2010), S. Ivakh (2010)*. The object under our study has referred to in the works of such Austrian authors as *K. Baltrushat (1986), M. Kellner (2009)*, Polish ones such as *V. Bobrovska-Novak (1978), A. Samsel (2003)*, Romanian ones such as *M. Grigorovitsa (1993), K. Ungurianu (2007)* et al. However, there has been no specific comprehensive study of the issues of impact of Chernivtsi State Women's Teachers Seminary on formation of pre-school teachers professional training in Bukovyna conducted up to now.

Setting tasks, Objectives

Taking into account the topicality of the issue, the objective has been defined - to open peculiarities of pre-school teachers' professional training at Chernivtsi State Women's Teachers Seminary in the Austrian period.

With the aim of reaching the objective of the study it is necessary to solve the following research tasks: conduct analysis of scientific and methodological references, archive documents concerning the issue under study; analyze legislative and normative documents; elucidate forms and content of pre-school teachers professional training at Chernivtsi State Women's Teachers Seminary, find out its impact on development of public pre-school education in Bukovyna.

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Research results

Formation and development of pre-school education, pre-school teachers' professional training in Bukovyna took place under influence of various society and political, cultural and educational processes. Of particular importance was passing the new all-Austrian school law (14.05.1869). The law declared mandatory and free education, defined strict structure of education system in Austrian-Hungarian Empire and correlation of educational institutions, organized educational staff training *(Ya. Kvasetska, 2014, pg. 197)*. As stated by famous Bukovynian pedagogue I.Karbulytskyy, this law "in one sweep put Austrian people's schooling onto a completely new way, it became a turning point for our land as well" *(I. Karbulytskyy, 1907, pg. 66)*.

The law presupposed creation of new pedagogical institutions - men's and women's seminaries which were to replace former teachers "preparanda" (§ 67). Teachers' seminaries had to eliminate acute lack of teachers that was explicitly seen in connection with decreased number of pupils in classes, prolonged mandatory education period and general transformation of school education. Women's seminaries had to become key points for training new specialists as well as pre-school teachers.

Chernivtsi Men's State Seminary was founded in 1870 (principal Demetr Isopesku). Originally it was located on the basis of the 4-class people's school on Shkilna street. On October 14, 1872 on Landhausstrasse (currently A. Sheptytskyy street) a women's teachers seminary was opened at the local women's people's school. Language of teaching was German, Ukrainian and Romanian were taught as subjects. Term of studies was originally 3 years, but starting from 1875 it was prolonged until four *(I. Karbulystkyy, 1907, pg. 80)*.

Both teachers' seminaries were considered independent, but were governed by common board. Such organizational form was also used in some Austrian cities, mostly small ones - Insbruk, Linz, Leibach (Liubliana) and was aimed at optimizing costs for funding teachers' seminaries and using pedagogical staff.

According to the report of county school inspector Yosyf Maryk, in 1876 at Chernivtsi Women's Teachers Seminary the principal Demetr Isopesku taught Pedagogy in the fourth year of studies; Ivan Hlibovytskyy taught Ukrainian and Mathematics in the fourth year; Lev Halytskyy taught Pedagogy in the second year, History and Geography in the third and fourth years, German in the first year, Ukrainian in the second and third years; Illya Lutsia taught German in the third and fourth years, Romanian in the first and third years; Yosyf Votta taught Nature Studies, Gymnastics, as well as

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Mathematics in the third year; Anton Keindl taught Drawing and Calligraphy. Among teaching staff were also Mykhaylo Klimechyk, Viktor Prelich, Konrad Kravs, Lahola, Stoyan. All the above mentioned teachers taught at the men's teachers' seminary as well *(State Archives of Chernivtsi Region, 211, 972, pg. 4-5)*.

An element of state women's teachers' seminaries became institutions for students' practicum - girls' people's schools with distinction, so called "exercise schools" and kindergartens with distinction.

Pre-school institutions with distinction at seminaries were assigned as a practical ground for seminary students who alongside with the title of a people's school teacher received the right to work as teachers, as well as for one-year teaching course students (Froebel course) at teachers' seminaries and distant education students.

Official model of pre-school education and pre-school staff training in the Austrian part of Austrian-Hungarian Empire which was defined by the order of Ministry of Religion and Education of June 22, 1872 included three types of pre-school institutions - kindergartens, children's care centers ("zakhoronky") and nurseries, as well as three kinds of pre-school teachers professional training on the basis of teachers seminaries:

- during full-time studies at state seminaries, where candidates for teacher's position could master theoretical knowledge on pre-school pedagogy and practical skills of kindergarten work. According to the order of May 11, 1872, a school-leaving certificate of a people's school teacher was supposed to be combined with a qualifications certificate of a teacher. In 1881 the ministry order "On RegulatingTeachers Training Process and Encouraging Kindergarten Education" came into effect. According to it, third- and fourth-year students of women's teachers' seminaries were obliged to attend classes at kindergarten and conduct practical classes with children *(M. Kellner, 2009, pg. 116)*.

- at a particular one-year (Froebel) course which, according to the order of t Ministry of Religion and Education, was organized at specific women's seminaries acknowledged by the Ministry;
- by means of private education and minimum three-month practicum at a kindergarten with distinction and afterwards taking theoretical and practical examinations at a state women's seminary (distant form of Froebel course) *(K. Baltrushat, 1986, pg. 21)*.

At women's teachers' seminaries of the adjoining region of Galicia - Lviv, Peremyshl and Krakiv seminaries - there were the three forms of teachers' train ng applied. On the contrary, at Chernivtsi State Women's Seminary only two of them were introduced - on full-time studies basis at a

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teachers' seminary alongside with obtaining teacher's qualifications and by means of distant education of would-be teachers with mandatory three-month practicum at a kindergarten with distinction.

Analysis of historical sources allows to claim that lack of a one-year Froebel course at Chernivtsi Seminary, which were organized at certain seminaries by permission from Ministry of Religion and Education, was originally connected with peculiarities of development of public pre-school education. The first pre-school institution of Galicia was founded in Lviv in 1840, in 1871 there were 10 such institutions acting in the land, and in 1890 - around 60 *(Ya. Kvasetska, 2015, pg. 29).*

In Bukovyna this process took place much more slowly. The first pre-school institution in the Prut lands was opened at the state Women's Teachers' Seminary in 1875. This event provoked live interest among parents and public in Chernivtsi. In 1876-1877 there were 74 children at the kindergarten (34 boys and 40 girls) and the following year this number reached 76. However, the seminary kindergarten did not commit right away to spreading pre-school institutions in Bukovyna. Neither county school board, nor relevant local authorities considered their priority to found and support by state funding new institutions and put this on public responsibility. But it was the beginning of the movement *(M. Oliynyk and Ya. Kvasetska, 2012, pg. 12-13).*

Pioneers in creating non-state (private) pre-school institutions were in Chernivtsi and later in Bukovyna the sisters Melaniya and Anna West. Melaniya West (married name Romstorfer), as well as her sister Anna, obtained the qualifications of a teacher and decided to try themselves in bringing up young kids. On December 30, 1893 Melaniya West- Romstorfer appealed to Bukovyna county school board with a petition of granting permission for opening a private kindergarten in Chernivtsi. In her petition she claimed that the kindergarten had to open on May 1, 1894 at 1 Petrovych Streetand would act on the grounds of the order by Ministry of Religion and Education of June 22, 1872. Children aged 3 to 4 were admitted to the kindergarten and Melaniya's sister, Anna West, was a teacher there *(State Archives of Chernivtsi Region, 211, 5350, pg. 4).*

In 1896 another pre-school institution was opened at a monastery school at the Roman Catholic Nun Community "Maria's Family" (53 Semyhorodska Street, Chernivtsi). The principal of the kindergarten was Aureliya Milinkevych and her assistant was a professional teacher Kamilla Kudla *(State Archives of Chernivtsi Region, 211, 2127, pg. 12).* Later both individuals and secular women's organizations joined in creating a network of pre-school institutions in Bukovyna and made the issue of pre-school staff professional training topical *(M. Oliynyk and Ya. Kvasetska, 2012, pg. 18-20).*

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During 25 years starting from founding Chernivtsi Women's Seminary teachers' training was conducted exclusively within people's schools teachers' training program. In their second year of study students studied pre-school pedagogy that was grounded on theory and practice of pre-school education of Friedrich Froebel. Needs of a pre-school institution were also taken into account while studying such courses as religion, languages, home economics, singing, gymnastics.

A significant part of professional training for seminary students was mandatory practicum at a kindergarten with distinction which took place in the third and fourth years of seminary studies *(R. F. Keidl, 1895, pg. 2-3)*. It started with "hospitations" - attending classes with the purpose of getting to know forms and methods of work with children. During hospitations students got to know teachers and children, observed classes and assisted at taking children for walks and organizing various games. Then preparation for independent classes with younger children and later with older ones took place. And the final stage were open classes with their further discussions by teachers with distinction and methodology teachers. Quality of lesson plans was assessed, necessary methodological directions and advice were given.

Considerable attention was paid to mastering skills of daily and prospective planning, reporting at pre-school institutions.

Teacher' training by means of distant education at Chernivtsi Women's Teachers' Seminary started in the late 90s of the XIX century, when a network of public children's educational institutions started to grow in Bukovyna. Procedure of obtaining qualifications within distant education program was quite complicated. It is worth saying that it was necessary to receive a permission for passing three-month practicum at a kindergarten with distinction at a teachers' seminary first which was issued by request of seminary board by the country school board. Upon completing their practicum distant education students took examinations on courses required for one-year Froebel course students *(Ya. Kvasetska, 2015. pg. 29)*.

As it became possible to establish at State Archives of Chernivtsi Region, first qualification certificates of a pre-school institution teacher (German "Befähigungs-Zeugnis als Kindergärtnerin") for distant education students at Chernivtsi State Seminary were issued in 1897 to Elvira Rotenburg, born in the town of Seret (Bukovyna), graduate of a five-class women's school, and Lusiya Tumlich, born in the town of Smikhov (Bohemia), who was taking a preparatory women's course in Chernivtsi *(State Archives of Chernivtsi Region, 244, 492, pg. 1-2)*.

The qualification certificate stated that a student during three-month practicum at a kindergarten with distinction at Cesar and King's Women's Seminary in Chernivtsi successfully passed examinations and received grades

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on following courses: religion, education science and kindergarten theory, kindergarten practical classes, language, home economics, singing and gymnastics. Knowledge level was assessed on the grade of: outstanding, creditable, good, satisfactory and unsatisfactory. In case a candidate got an unsatisfactory grade, they were offered to retake an examination or took a repeated training.

Chernivtsi Women's Teachers' Seminary was German-speaking, but students were allowed to choose a language of examinations and qualifications with further intentions to work at a German-speaking, Ukrainian-speaking or Romanian-speaking children's institution. The mentioned Elvira Rotenburg and Lusiya Tumlich obtained the right to work at German-speaking children's pre-school institutions. First teachers at Ukrainian-speaking pre-school institutions in 1900-1902 were Mariya Plaha from Storozhynets and Yevheniya Zotta from Chernivtsi and at Romanian-speaking institutions - Veroniya Manoliy and Mariya Stefaniuk from Seret *(State Archives of Chernivtsi Region, 244, 486, pg. 1-3, 498, pg. 3).*

In 1906 qualification certificates were issued to 9 out of 13 of practicum students at a kindergarten at Chernivtsi Teachers' Seminary. In most cases students chose one of the three land languages, but quite often two of them in such combinations: German and Ukrainian, German and Romanian. In 1906 Olha Voroniuk from the village of Vasyliv of Zastavna district, Marfelina Donchul from district center of Kitsman, Mariya Magas from Chernivtsi were qualified as pre-school institutions teachers with German and Ukrainian languages, Eleonora Kordus from the circuit of Monastyryska and Elizabeta Hlushko from the circuit of Klokuchka in Chernivtsi - with German and Romanian languages. This, of course, gave more opportunities to young specialist for further employment.

Table 1: List of distant education students at Froebel course at Chernivtsi State Women's Seminary, year of birth 1905/06 -
Source: (State Archives of Chernivtsi Region, 244, 356, pg. 1-14)

№	Name	Place of birth	Religion	Language
Received qualification certificates				
1.	Voroniuk Olha	Vasyliv (Bukovyna)	Orthodox	Ukrainian and German
2.	Bukuley Mariya	Kostina (Bukovyna)	Orthodox	Romanian
3.	Kordush Elionora	Monastyryska (Bukovyna)	Orthodox	Romanian and German
4.	Donchul Marfelina	Kitsman (Bukovyna)	Orthodox	Ukrainian and German
5.	Hlushko Yelizabeta	Klokuchka (Chervitsi)	Orthodox	Romanian and German

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6.	Magas Mariya	Chernivtsi	Greek Catholic	Ukrainian and Romanian
7.	Omelko Pavlina	Chernivtsi	Greek Catholic	Ukrainian
8.	Stekhlik Amaliya	Lviv	Roman Catholic	German
9.	Trebich F.	Mala Tolova (Bukovyna)	Jewish	German
Did not receive qualification certificates				
10.	Suliatytska Yelizabeta	Chernivtsi	Greek Catholic	Ukrainian
11.	Vrabiutsa K.	Satulmare (Bukovyna)	Orthodox	Romanian and German
12.	Auven F.	Toporiv (Galicia)	Jewish	German

Distant education form of pre-school institutions teachers' training in Bukovyna completely covered staffing needs of Froebel kindergartens and "zakhoronkas" in Bukovyna. In 1906-1913 qualification certificates were issued to 6 to 10 people a year.

The teachers' qualification certificates still contain signatures of pedagogues of Chernivtsi Seminary which confirmed a particular knowledge level of would-be pre-school teachers. It is easy to recognize the signature of the long-standing principal of the seminary Demetr Isopesku and his predecessor from 1901 Mykhaylo Kushniriuk, teachers Anton Kuzelia (music and singing), Franz Hrilich (gymnastics), Luis Tarabanovych (women's home economics), Osyp Makovey (Ukrainian), Oleksandr Opolskyy, Vasyl Tsopa, etc. Among them there is the signature of Helena Nikitovych - teacher at a kindergarten with distinction at a women's teachers' seminary.

Helena Nikitovych (maiden name - Slyvinska) worked as a teacher at a kindergarten with distinction at a teachers' seminary from 1875 *(State Archives of Chernivtsi Region, 211, 972, pg. 8; Ungurianu, 2007, pg. 160)*. Thanks to her, ideas of public pre-school education spread in Bukovyna, Froebel methods of pre-school pedagogy and authority of teaching profession were established. Helena Nikitovych managed at a pre-school institution at a women's teachers' seminary not only the whole teaching and educational process, but practical classes for students in the third and fourth years of study at the seminary, as well as the three-month practicum for those who intended to obtain teacher's qualifications by means of distant education. Her signature remained on qualification certificates of teachers in 1908 *(State Archives of Chernivtsi Region, 244, 454, pg. 1-2)*.

After Helena Nikitovych the position of a teacher at a kindergarten with distinction at the seminary was occupied by Silviya Pashkan, born in

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Chernivtsi, graduate of a teachers' seminary. From 1908 she worked as a temporary teacher at a higher Orthodox 6-class school in Chernivtsi and in 1910 she started her work at a teachers' seminary where she got the position of a freelance teacher and later - a freelance practicum teacher at a kindergarten *(State Archives of Chernivtsi Region, 211, 11906, pg. 15-16).* After a year of working at a kindergarten at a teachers' seminary she became a staff teacher of the kindergarten with distinction, what is proven by the report of the seminary kindergarten activity for 1911, in which Silviya Pashkan is called a Cesar-King teacher *(State Archives of Chernivtsi Region, 211, 12266, pg. 3).*

When being assigned to the mentioned position, not only teachers' seminary pedagogical education was taken into account, but also knowledge of the three land languages - German, Ukrainian and Romanian, as well as French. Knowledge of German was confirmed by a certificate of right to teach at German-speaking people's schools and knowledge of Ukrainian and Romanian - by additional qualification documents upon passing corresponding examinations. A strong argument in favor of Silviya Pushkan was also a certificate of passing additional practicum at a pre-school institution with distinction at the state women's teachers' seminary in the city of Gratz (land of Shtyria) *(State Archives of Chernivtsi Region, 211, 11906, pg. 16).*

Obviously, board of Chernivtsi State Women's Seminary took into consideration that, on top of all-rounded education, Silviya Pashkan has not enough experience in practical teaching. That was why it was agreed on to find an experienced assistant for Silviya Pashkan. It was Kamilla Kudla, born in the town of Bystrytsia (Transilvania) who had 25 years of teaching experience in Chernivtsi schools, first at a pre-school institution organized in 1896 by the Roman-Catholic monastery "Maria's Family" and later at the private kindergarten founded by her personally (3 Semyhorodska Street) *(M.Oliynyk and Ya.Kvasetska, 2012, pg. 17).*

In 1912 Kamilla Kudla took the position of a freelance teacher at a kindergarten with distinction at Chernivtsi Women's Teachers' Seminary. The new position mean quite a significant carrer growth. It was manifested by a high salary which made 1200 koronas. Besides, due to the extensive experience, Ministry of Religion and Education assigned her a yearly bonus of 150 koronas. Thus, a freelance teacher at a kindergarten with distinction at a teachers' seminary had a yearly income of 1350 koronas *(State Archives of Chernivtsi Region, 211, 13027, pg. 20).* In Bukovyna it was equal to a salary of a people's school teacher with a lot of teaching experience *(I. Karbulytskyy, 1907, pg. 110)* and unattainable goal for teachers at private pre-school institutions founded by individuals and public organizations. Such institutions offered salaries twice or thrice lower.

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Of special value in these terms is activity of the children's pre-school institution ("zakhoronka") of "Orthodox Rusyns" society which was founded in 1908 in Chernivsi at 31 Franz Street. The staff of the newly-founded "zakhoronka" consisted of a teacher - teachers' seminary course graduate and a maid who dealt with cooking and helped to take care of the children. First they received 20 koronas as a monthly salary, that is over 240 koronas a year. In 1912 their salary increased about twice and made 500 koronas a year, but even later it was much lowew than a salary at a state kindergarten at a women's teachers' seminary *(V. Pavlovych, 1913, pg. 3)*.

Authority of the State Women's Teachers' Seminary in Chernivtsi, as well as that of a kindergarten with distinction, was stipulated by proper conditions for teaching and educational process. In 1888 a modern special building was constructed in Chernivtsi on Stefaniya street (currently Pedagogical College of Yuriy Fedkovych Chernivtsi National University, 23 Horkyy Street). It included all structural departments of the men's and women's teachers' seminaries and was considered a real educational complex. The pedagogue and writer Osyp Makovey, who worked as a teacher of Ukrainian at a teachers" seminary for over 10 years, wrote "…This is not a single school really, but a pedagogical factory under one roof and one management. In a big, quite convenient building among gardens there was before 1909 on the one side an exercise school for boys, two preparatory courses and four years of men's seminary and on the other side - an exercise school for girls and a preparatory course and a women's seminary…, and there is also Froebel school here where 40 children are taught a year and over 10 candidates have their practicum" *(O. Makovey, 1910, pg. 20)*.

In the late XIX-early XX centuries distant education for would-be teachers gained popularity in different lands of the Austrian part of Austrian-Hungarian Empire. In 1899/1900 152 persons applied it and in 1905/1906 the number reached 272, what was the sign of the firm foothold a teacher's profession took, as well as distant education form of pre-school teachers' professional training.

According to official statistics, in 1907/1908 in Bukovyna existed 12 pre-school institutions, before WW I their number outcame 20, but their growth was not so fast as teachers' training *(Ya. Kvasetska, 2015, pg. 31)*, not taking into account that fact that Chernivtsi State Women's Teachers' Seminary graduates were qualified to work as both people's teachers and teachers.

It could be due to the mentioned circumstance that the society "Ukrainian School" in Chernivtsi, while organizing a private women's teachers' seminary (1909), did not intent to combine people's teachers'

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training and teachers by the example of state women's seminaries in Galicia and Bukovyna. Organizing Froebel courses and distant education form for teachers' training remained within competencies of state women's' teachers' seminaries.

Conclusions

Pre-school staff professional training in Bukovyna started with founding Chernivtsi State Teachers' Seminary in 1872 and was conducted within people's schools teachers' training program and by means of part-time Froebel course (distant education for teachers with mandatory three-month practicum at a kindergarten with distinction at a teachers' seminary). Applied benefits of classical psychological and pedagogical sciences, close connection of theory and practice provided graduates' proper qualifications. Further research of these issues will allow us to more clearly outline main teaching forms and methods for efficient use of accumulated experience in modern educational process.

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