

DOI: 10.21005/pif.2019.37.E-01

**DEVELOPMENT OF THE ARCHITECTURE OF THE INFORMAL
EDUCATION INSTITUTION IN THE PERIOD BETWEEN THE END
OF THE 19TH AND THE BEGINNING OF THE 20TH CENTURY**

**KSZTAŁTOWANIE ARCHITEKTURY INSTYTUCJI NIEFORMALNEJ
EDUKACJI W OKRESIE KOŃCA XIX I POCZĄTKU XX WIEKU**

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ABSTRACT

The historical analysis of development of the architecture of buildings for informal education is presented in the article in a link with social processes which took place from late XIX and to early XX century. Several historical facts of a beginning of on-line education, out-of-school establishments which had a compensatory nature at that time and examples of these architectural objects are described in the article. Timelines and typological boundaries are provided.

Key words: informal education buildings, out-of- school institutions, stages of development of informal (out-of-school) education, compensatory establishments of informal education.

1. INTRODUCTION

Modern events in Ukraine and the world dictate us to make a drastic change in approaches and solve with quality the problems of all social processes that take place in society. The main problem now is that the social demand for certain services far exceeds the supply that exists now. Given that the main factor in the development of social demand is, above all, the very latest quality of certain services. One of the key issues of our time is the quality of education. And the new system of informal education should become a logical and consistent link in the structure of modern continuous education in Ukraine and education throughout life. Today there are many types of non-formal education: out-of-school education, vocational courses / trainings, civic education, online education, vocational training, postgraduate education and adult education, and the like.

The study of the problem of non-formal education is the subject of numerous works of teachers-scientists. Doctor of Pedagogical Sciences Bykovskaya O.V. is analyzing the historical and pedagogical genesis of the practice of out-of-school education. On the basis of conditional division into periods, she identifies five integrated chronological stages of the historical development of the practice of out-of-school education: I stage - until the Xth century; II stage - X-XV centuries; III stage - XVI - the beginning of the XXth century; stage IV - twentieth centuries; stage V - the end of the XX - beginning of the XXI century. All stages characterize the social order for out-of-school education, its relationship with the social, economic and political situation in society [3].

Milenin V.M. notes that in the process of researching the historical prerequisites for the creation of out-of-school education, the scientists noted the following chronological periods in which the features of the establishment and the development of out-of-school education are most clearly reflected. According to researchers, the following time periods are inherent in these periods:

- the end of the XIX - the beginning of the XX century - the period of birth of out-of-school associations of children. For the first time, the concepts of "out-of-school upbringing", "out-of-school education" and "out-of-school teacher" have been introduced into pedagogy.
- 1920-1930s - the establishment of the system of upbringing activities of out-of-school institutions. Extracurricular work with children is gaining momentum; a unique world system of extracurricular work is taking shape.
- 1941-1956s - the period of development of mass forms of work with children and adults, the establishment of interaction of out-of-school institutions with the school.
- 1957-1991s - the formation of the methodological base of non-school institutions, the rapid growth of youth associations, clubs, pupils scientific societies, small academies of sciences, etc., the first mention of the term "non-formal education"
- from 1992 to the present - a change in the ideological foundations, the transformation of the system of extracurricular work and its intensive development [7].

The phased distribution of the formation and development of philosophical and pedagogical thought regarding out-of-school education as a whole, which is analyzed in the works of Doctor of Pedagogical Sciences AV Bykovskaya, reflects the genesis of out-of-school (non-formal) education as a process of cognition. From the point of view of the architectural theory and the history, the author considers it appropriate for analysis in this study to adopt time frame boundaries that are almost similar and indicated in the works of V. M. Milenin. So for the analytical review of the historical genesis of the development of institutions of non-formal education for various purposes, both in the world and in Ukraine, the following steps are taken - the time frame of the study:

- Stage I - late XIX - early XX century (fig.1);
- Stage II - 1917-1940;
- Stage III - 1941-1956;
- Stage IV - 1957-1991;

- Stage V - from 1992 to the present.

That is, it is the periods of birth of the dynamic growth and development of both the pedagogical component of the non-formal (out-of-school) education and the architecture of such educational institutions. In the context of this study, of interest is the beginning of the creation of buildings for informal education, the formation of them as architectural typological links, and the consistent increase in directions and offshoots.

In this article the author proposed to make a review for the first period of such development.

2. TYPOLOGICAL BOUNDARIES OF THE RESEARCH

This study analyzes the process of historical genesis regarding development of buildings of establishments specializing in various levels of informal education, such as: primary, secondary and higher. The development of various architectural and typological links is interesting from the point of view of the formation of institutions of informal education as architectural objects in the context of social development, which is due to a number of different factors. Therefore, in addition to time limits of the study presented above, it is also necessary to determine the typology of such institutions. The analysis of informal education institutions' architecture covers the following links:

- comprehensive establishments of out-of-school education: palaces and centers of creativity of children and youth, houses of pioneers and schoolchildren, etc.;
- profile institutions: art & music schools, institutions of culture, physical culture and sports;
- club institutions: children's and youth's, workers' clubs, people's houses, trade unions and the like;
- libraries and media libraries;
- entertainment buildings in which educational processes are carried out to a certain extent.

The review is based on analysis of architecture for such buildings in the link with historical, pedagogical and social researches.

3. HISTORICAL REVIEW

An interesting fact is the emergence of distance education, which in those days became the prototype of modern online education. On March 20, 1728, the newspaper "Boston Gazette" published the advertisement of the shorthand teacher Caleb Phillips, where he claimed to be a "New Shorthand Method" teacher, offering shorthand lessons by correspondence. This fact, apparently, would not have much value, and over time became a historical fact. Caleb Phillips was being the first to use distance learning. Today it is impossible to talk about DL (Distance Learning) without mentioning Caleb Phillips. In any treatise, any study, any research on "distance learning", "e-learning" and "m-learning", the shorthand teacher's name Caleb Phillips is mentioned. Caleb Phillips was being the first to use distance learning. The advertisement of the Boston Gazette, which was the first explicit mentioning of distance learning ever heard about said the following: "... any person in this country, desirous to learn this Art, may, by having several lessons sent weekly to them, be perfectly instructed, as those who live in Boston." [13].

Specialists refer to the birth of the first organized forms of extracurricular work with children to the 30s of the 18th century. It was at this time that various forms of additional education for children began to emerge. The future poet Sumarokov and his comrades organized the first literary circle, a pupil of the St. Petersburg Shliakhetskaya Cadet Corps, and in 1759 they began to publish the magazine "Inactive time, in favor of the used". It was this event that gave impetus for expansion of this diverse educational activi-

ty among the population, public organizations and societies, individuals, etc., and the name of the magazine became their peculiar slogan. The functions of such first out-of-school institutions were mainly compensatory in nature: classes in these institutions compensated for the lack of schooling in children. The activity of teachers in organizing the life of children, taking into account the socio-economic activities of that time, was in the nature of a concrete-practical orientation of upbringing and a little exceptional pedagogical value for the development of public education. Progressive enthusiasts worked to create educational clubs for children, summer camps at the expense of local pedagogical societies. Such educational activities became the basis for the system, which subsequently received the term "out-of-school education" [7].

Organized as a concept, a children's out-of-school organization, dates from, according to various sources, the years 1878–87 and is associated with the names of Americans Thomas Sheu and Stanton Coit [5,14,10,1].

At the end of the 19th century, society sought solutions to the problem of homeless children that were flooding the streets of many cities in the world. These were mostly children of workers, artisans and the urban poor whose parents were busy providing food. Without proper supervision by adults, they were exposed to the negative impact of the street, were at risk, and often filled rows of crime.

In America there arose a movement that united under its flag all sorts of circles, unions, societies that set themselves the goal of caring for the moral and physical well-being of homeless children of urban homes. The first American club - Settlement was founded by Dr. Stanton Coit in 1887 in New York. Six local boys formed the initial membership of Coit's Lily Pleasure Club. The motto of the club was: "Order is our basis; improvement our aim; friendship our principle." They met twice a week, paying a weekly membership fee of 10 cents. One-quarter of the proceeds went for relief for the sick and the poor on the Lower East Side; contributions were also made toward keeping the street clean. Club activities included excursions, recreation, classes in wood carving and clay modeling, and debates on the social questions of the day, such as:

"Resolved: that girls under 18 should not be allowed to work in factories." [5,14].

In 1889, two Settlements appeared, founded by progressive women who graduated from American universities. The beneficial influence of the Settlements did not take long to be felt very soon. The Settlements give everyone, without distinction of age, shelter and satisfaction on the basis of their initiative and mutual assistance. The "Settlements" did not recognize the enslavement of the individual, but rather developed the individual widely. In the whole of England and America, the Settlements turned into whole small towns, where children made up two thirds of the people who came to them. The elements of services for children are nurseries, kindergartens, and clubs for children and adults, libraries, reading rooms, gymnasiums, swimming pools, showers, cheap bedrooms for homeless children. Cheap sale of things, for their own customers, workshops, evening classes and courses, cheap canteens, savings banks, a penny bank for children, popular concerts, lectures, tours, a summer colony and much more [1].

One of the most popular examples for imitation was the Thomas Sheu Club in America. Thomas Sheu, the son of a poor worker, from the age of 12 worked in the weaving department, and gave free time to street children. He was constantly surrounded by them and enjoyed great popularity among them. In 1890, Thomas Shue gathered children in his cramped room, taught and entertained them with various games. Hearing about him gathered more and more crowds of boys to him, and as a result, a club spontaneously arose for which more room was needed. The owner of the factory saw Sheu's positive influence on the kids, built a club house. Up to 2,000 street boys from 8 to 12 years old had become members of the club. The club was guided by self-government, had an elected council on obligatory submission by its decision.

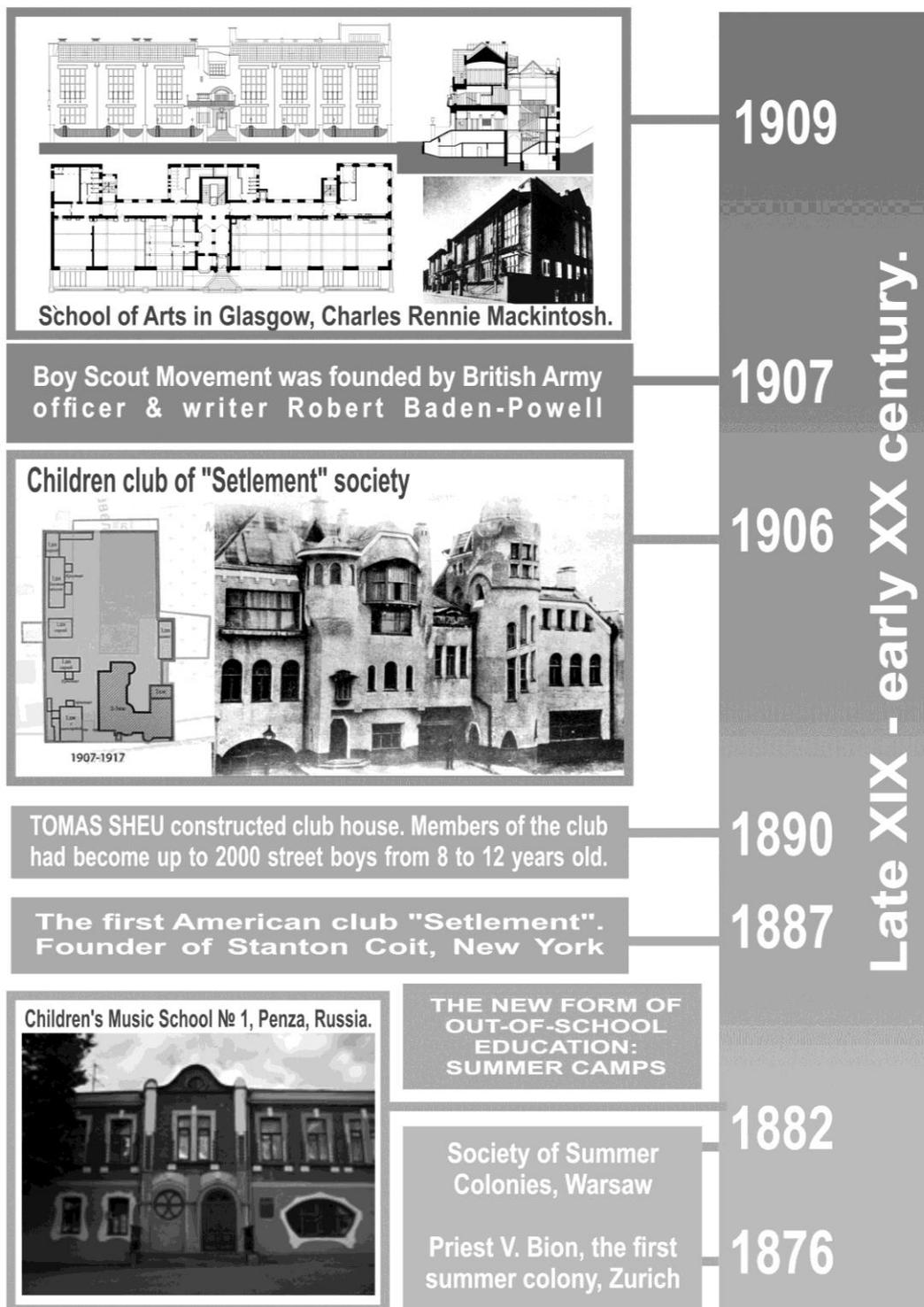


Fig. 1. Development of informal education establishments and their architecture late XIX - early XX century. Source: the scheme developed by Iryna L. Kravchenko according to historical analysis.

Ryc. 1. Rozwój nieformalnych placówek oświatowych i ich architektury pod koniec XIX - początku XX wieku. Źródło:

The club took only street, problem children. Comfort, warmth and light, participation, caring defeated the vicious skills acquired. The strongest punishment for violation in the club was a ban on his visit for a period of a week. For 10 years after the opening of the club, almost 400,000 boys have visited it, and not one theft or damage of property was reported, although the children were the full owners of the club. There was a monthly fee in the club, but despite this "relatively high pay", reception was limited to the floor space and did not allow more than 2,000 children to be admitted. At the club there was a savings bank in which the children, among whom there were many boots cleaners and newspaper distributors, put off small savings "for a rainy day". The club was open from 7 pm to 10. In addition to practicing crafts, there was a circle of singing and music. Once a month, popular lectures on the "magic lantern" were held, once a year there was a performance, sometimes there were concerts. According to this sample, in America were created the first clubs for girls engaged in other areas (sewing, knitting, housekeeping, behavior, etc.) [1,14].

Out-of-school institutions have gone through a rather dynamic and complex development path. At the turn of the XIX - XX centuries, an industrial picture emerges in the cities, and the rural streets became a thing of the past. The boundaries of the city were expanded, free spaces disappeared. These well-marked civilizational changes were accompanied by high morbidity and mortality of the urban people associated with infectious diseases (typhoid, cholera), mainly due to the lack of hygiene. The consequence was the growth of interest in country forms of recreation. The advanced part of the public realized the need to organize summer holidays for children outside the city - in particular in the form of camps (colonies).

The idea of creating summer colonies for children was born in the second half of the nineteenth century (1876) in Switzerland. On the initiative of the priest Walter Bion, the first summer colony in Zurich was established. It was prophylactically - therapeutic in nature, and was intended for children with poor health, mainly from poor families who were at a threat of getting tuberculosis. In Poland, the idea of V. Bion on organizing a summer holiday for children was transferred by the Warsaw hygienist Dr. Stanislav Markevich, he was promulgating it in 1879. The opinion of Dr. Markevich fell on fertile soil. To realize this plan, the Summer Colony Society was created in Warsaw. In April 1882, the first group of 54 children was sent to the village. This is how a new form of out-of-school education and upbringing arises, which began with summer camps [6,12].

So, from the first quarter to the end of the 19th century, out-of-school education was carried out mainly in Sunday and evening schools, general education and vocational courses for adults at enterprises, factories and plants, public universities, public libraries and reading rooms, book stores, people's homes and theaters, during public lectures, joint celebrations, excursions, which were created at the expense of public and private individuals and were not part of the national education system.

The well-known pedagogue-experimenter of that time, Stanislav T. Shatsky, founded the first society "Settlement" in Russia on the basis of the institution "Day care for the coming children", together with the architect Alexander O. Zelenko in 1906 (Settlement cultural intelligent people among the poor for educational work) [5,7].

Alexander Ustinovich Zelenko was the Russian and Soviet engineer-architect and teacher. He collaborated with S.T.Shatsky in the organization of teen clubs. After 1917 he was the organizer of museums and an educator. In the years 1903-1904 Zelenko made a world tour. He visited the UK, India, Australia and the USA. In the US, a change occurs in his worldview. Zelenko decides to devote his life to education. Returning to Russia, Zelenko became close with the circle of S. T. Shatsky teachers, participated in the first summer camp-commune for children of workers in Shchelkovo (1905). In 1906-1907 Zelenko builds on N.A. Vtorov's money in Vadkovsky Lane in Moscow the Children's Club of the Society of Settlement. It was a rare monument of northern modernism for Moscow (existing now). The club building built as an "inhabited sculpture", devoid of external dec-

orations, is compared by critics with the works of Gaudi and Hundertwasser (look at fig. 1, fig.2). The Settlement combined the functions of a kindergarten for children of workers, an elementary school, and a vocational school. The license for educational activity was issued personally on "A. V. Zelenko, architect". The students of Settlement were organized in groups of 12 people (boys and girls separately). Each group independently planned the curriculum and produced its own rules of behavior, and in total, up to two hundred children studied in the building. Zelenko and Shatzky were refrained from political activities, but on May 1, 1908, the Settlement was outlawed by the police in connection with the use of children's co-management, in which they saw "the propaganda of socialist ideas" [8].



Fig. 2. Historical review of Children's Club of the Society of Settlement, architect Alexander U. Zelenko. Source: the scheme developed by Iryna L. Kravchenko according to historical analysis.

In Settlement, the children visited various clubs, each of which had its own name and self-government. The teenagers studied craft, singing, dancing, doing astronomy, biology, theatrical art, where in addition to the research school there were labor workshops and a summer colony. Then the society "Child Labor and Rest" (1909), the Children's Summer Labor Colony "Cheerful Life" (1911) were created. There was a tendency to combine individual pedagogy and social pedagogy [5,7].

At the same time Robert Baden-Powell decided to try out some of his ideas on an actual group of boys. On July 25, 1907, he took a diverse group of 21 adolescents to Brownsea Island in Dorsetshire where they set up camp for a fortnight. With the aid of other instructors, he taught the boys about camping, observation, deduction, woodcraft, boating, life-saving, patriotism, and chivalry. Many of these lessons were learned through inventive games that were very popular with the boys. The first Boy Scouts meeting was a great success. That was a starting point of Scout Movement in the world [2].

It should be noted that the above historical information is mainly about the emergence of compensating multi-disciplinary institutions of informal education in world experience. What is meant is the fact that the above-mentioned examples of architectural objects relate to buildings that are created specifically for the first links of multi-disciplinary buildings of non-formal education. They combined groups of study rooms, a kitchen unit, event rooms, etc. Sections such as art, music, and dance schools, art schools, sports schools, etc., which are now parts of the system of non-formal education, arose much earlier as institutions and have their own history of development. As far as these establishments are an inclusion of the system of informal education, author proposes to look through a couple of such objects. At the beginning of the twentieth century, these had outstanding architectural examples.

Children's music school number 1 of Penza is one of the oldest music schools in Russia. According to archival data, it was founded in 1882. The origins of the school were the music classes of the Imperial Russian Musical Society, founded by Grand Duchess Elena Pavlovna in 1859 with the cooperation of the famous musician Anton Rubinstein. Now the Children's Music School number 1 of Penza is an object of cultural heritage, a historical and cultural monument of regional significance. It is located in an old mansion of the XIX century, built in Art Nouveau style. But the building in first was built as manor house and just in 1882 was transferred to music school [9] (look at fig. 1, fig.3).

Another example what we look at is School of Arts in Glasgow. In 1897, McIntosh won a competition for a new building for the School of the Arts in Glasgow. In 1898-1909 he engaged in the construction of the School of Arts, whose project has brought him wide publicity. This outstanding work of architecture was built in two stages due to the lack of funds. In 1897-1899 a tower of the main entrance on the northern facade was erected. The second stage was in 1907-1909. A western wing of the building was created with its effectively rising up front facade and two-tier library. The long break allowed the architect to work out the project carefully. As a result, the building was a work of a mature master. The architect entered the modern design into a historical context. The building has an E-shape and 5 floors. Painting studios and architectural workshops are located along the northern facade of the school. In the eastern wing there are educational and service spaces, a lecture hall, a library and several studios go west. The length of the building is 75 meters, width is 28 meters. For natural lighting of the basement floor along the northern facade, a deep moat was dug out, where windows appeared [4] (look at fig. 1). Unfortunately, the building was badly damaged during the fires that occurred in 2014 and 2018. But British architects are now trying to restore the masterpiece to make it as close as possible to the original [11].



Fig. 3. Children's Music School number 1 of Penza. Source: [15]

4. CONCLUSIONS

At the turn of the 19th-20th centuries, qualitative changes in society took place. The industrial age has captured not only industry but all other social processes and even territories. Of course, at that time, there was a system of education, but spontaneously an association for children and adults who were socially compensatory appeared. Beginning with the forms of leisure and recreation - summer colonies, camps, groups - such associations gradually gaining educational content, and subsequently establish institutions and construct buildings for them. Out of small groups (some boys) there grew large associations, which caused branching by specialization, age and gender.

At a time when schools of art, music and sports schools as institutions of specialized vocational education have already had developed as typological units, additional education institutions of a compensatory nature emerged that personified the initial level of informal (out-of-school) education. In this period, the buildings of non-formal education are

beginning to form as a new architectural typological link, which later developed into groups such as the Palaces of Pioneers and Schoolchildren (USSR), children's creative houses, centres for the development of children and youth, etc. Along with the growth of social demand, the architecture of such buildings is being formed.

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