

Ulana Celewych

THE RUSSIFICATION OF
UKRAINE



ASSOCIATION OF UKRAINIAN WOMEN
IN GREAT BRITAIN
— LONDON —
1980

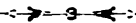
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THE ISSUE OF RUSSIFICATION OF UKRAINE

Future objective historians and researchers of present social and political movements and processes in the world will have to conclude that today Ukraine is in a state of specific decisive war against Russia. As is the case in every war, no matter whether cold or hot, it possesses its own particularities, so Ukraine has to fight its particular battle for existence in today's time of Communist-Russian enslavement and ethnocide. One of the fronts of Russian attack on Ukraine is the front of russification.

Vitaliy Kalynychenko, who completed his ten-year sentence in April, 1976 and presently lives under constant KGB surveillance in the Dnipropetrovsk Region of Ukraine, in his declaration of rejection of Soviet citizenship, mentioned the tragic state in Ukraine. "Ukraine was turned into an economic colony of Russia. A part of official governmental politics is russification. In all phases of Ukrainian administrative life the Russian language is predominant, namely in such phases as manufacturing, education, science, culture, government. Ukraine is threatened with the same kind of national annihilation as has occurred among the more than ten million Ukrainians living in the Russian Soviet Federated Socialist Republic (R.S.F.S.R.)."

Facts strengthen V. Kalynychenko's prophesies and fears. Open official policy of russification in all of U.S.S.R. was enacted by the 25th Congress of the Communist Party and the so-called "Brezhnev Constitution" made it law in October, 1977. This gigantic conspiracy by Russia against

enslaved nations, particularly Ukraine, is the more dangerous because it encompasses all spheres of the population, peoples of all ages, professions, classes or educations, — the aim of which is to annihilate the native language, mother language, as the means of communication between individuals and as an indication of national, specifically Ukrainian, separability and identity.

Politics of russification, particularly in Ukraine, is a large and multi-faceted concern. In connection with 1979 being the International and the Ukrainian Year of the Child, this analysis will cover only one facet of the attack and process of russification of Ukrainian children, namely the one dealing with russification of education in Ukraine. In the Soviet Union, the home, kindergarten, school, youth organizations and institutions of higher education are under obligation to produce standard Soviet citizens, denationalized and separated from their native countries. Against these politics of russification, a war must be waged for retention of the Ukrainian child by its nation, for the unbreakable bond between Ukrainian child and its mother, its home and its family.

Woman — Mother — Family

The problems of russification of the Ukrainian educational system and the fate of the Ukrainian child cannot be separated from the fate of the Ukrainian woman, mother and family as such. Historically, Ukrainians, based on their inbred high Christian morality and national conservatism, have always considered the family as the foundation of existence and development. Marriage was considered a religiously sanctified unbreakable bond. Ukrainian nationality factor in marriage was safeguarded by the Church, family and Ukrainian environment. Mixed marriages in Ukraine were very rare. Ukrainian family life was based upon traditional

bonds, respect and love of everything native, parents, land, language and culture. This, as outlined by Dr. Vasyl Shymoniak, professor at Marquette University, in his book "Woman in Communist Reality", was the foundation of Ukrainian idealistic outlook, the strength of Ukrainian resistance, and the source of Ukrainian nationalistic patriotism. Presently, under Communist-Russian occupation, through destruction of the Church and forcefully inflicted atheism, through annual deportations of thousands upon thousands of Ukrainians to Asiatic and other so-called Soviet Republics, and through mass influx into Ukraine of foreign, predominantly Russian, element, these foundations were shaken and partially destroyed. The changing position of the Ukrainian woman went hand in hand with these changed circumstances. A new phenomenon appeared and spread on the Ukrainian horizon — a phenomenon of mixed and so-called progressive marriages, which, according to U.S.S.R. statistics is very wide-spread in Ukraine (for each 1,000 marriages — 58 in rural areas and 262 in cities are mixed). Prof. R. Yendyk states that 80% of the mixed marriages involved male Ukrainians and 60% female Ukrainian. When in the past, most mixed marriages were between Ukrainians and Byelorussians, presently, for most part, Ukrainians marry Russians or Asiatics. As a result, the dominant language in those homes is Russian. The existent situation in Ukraine today demands from the Ukrainian woman-mother great effort and faith in her nation in order to safeguard her family and resist russification. Even in these harsh circumstances, it is the Ukrainian family, for most part, that stands as the stronghold of everything Ukrainian — Ukrainian language, faith in God, pride in its national origin and culture. These values, taught to the smallest children by their mothers remain with them as their guideposts — as "maternal blessings", using the words of one of our famous writers

Mykola Ponedilok, through their whole lives. In spite of all efforts and endeavours of our enemies, temptations of great careers, pressures and terror, a generation of Ukrainian patriots-nationalists grows and multiplies in Ukraine.

School and Child

A further more important factor of russification of Ukraine is the school. A child's school years are the most critical and decisive in the lives of the Ukrainian mother and child. The whole educational system of the U.S.S.R. is aimed, pursuant to Article 36 of the Soviet Constitution, "... at cultivation of citizens in the *spirit of Soviet patriotism and social internationalism* through Russian language and languages of other republics of the U.S.S.R.". Meaning that schools, universities, youth organizations of "Pioneers" and "Kom-somol" are obligated to train a "Soviet" not Ukrainian patriot, with orientation upon the imperial capital of Moscow and not on Kiev, capital of the Ukrainian Republic. Here, the Ukrainian mother must realize her responsibility of safeguarding of her child and its soul. From the first step a child takes into the foreign day-care centre, from the first day of kindergarten, through all the following levels of schooling, a Ukrainian child must live through a process of spiritual division, doubts and choices — who constitutes the greater authority — parents and home or teachers and school; who is the child supposed to love and obey; what road should it choose for its lifetime. The school is obliged to supply the child with the necessary education and knowledge, however, it is the parental responsibility to inject the child with respect toward its origin and the necessity to maintain national loyalty toward its native country for the rest of its life.

To go through the Soviet educational system and not to lose one's soul — is a great test for the Ukrainian child.

Statistics show that in Ukraine Russian-language schools are on the increase and Ukrainian on the decrease. School is the predominant instrument of russification. On April 17, 1959, the Supreme Soviet of the Ukrainian S.S.R. enacted an educational law, Article 9 of which states, according to "Education in Soviet Ukraine" by John Kolasky, as follows: "Instruction in the schools of the Ukrainian S.S.R. is conducted in the *native language of the pupils*. Parents decide to which school with what language of instruction they wish to send their children. The study of one of the languages of the peoples of the U.S.S.R., in which instruction is not conducted in the given school, is realized upon the application of sufficient numbers of the parents and students". The meaning is clear — in Ukraine the Ukrainian language is not obligatory in all schools — on the other hand, the Russian language is obligatory in all schools of Ukraine. Minister of Education of the Ukrainian S.S.R., I. K. Bilodid, discloses the following data for the school year 1961/1962 in Ukraine:

1. Ukrainian-language schools . . 33,309 (82.11%)
2. Russian-language schools . . . 6,292 (15.51%)
3. Other language schools (Moldavian,
Hungarian, Polish, etc.) . . . 963 (2.38%)

In the same school year 1961/1962, in accordance with information supplied by an official of the Ministry of Education of Ukrainian S.S.R. Alla Bondar, the chosen language of instruction in Ukrainian schools was as follows:

1. Ukrainian 4,170,900 students (64.49%)
2. Russian 2,000,100 students (30.93%)
3. Other 52,400 students (0.81%)
4. Two different languages 244,200 students (3.77%)

In the school year 1966/1967, pursuant to Alla Bondar's information, Ukrainian-language schools totalled 23,900 —

a decrease of 10,000 of Ukrainian-language schools in Ukraine during a five-year period.

When taken into consideration the fact that almost all industrial, technical and other schools of higher education are located in cities and not in rural areas, it is self-evident that, with minimal exceptions, they are all Russian-language schools.

Attack on Pre-School Facilities

Politics of russification by the Communist Party and Communist-Russian regime in Ukraine and other captive nations characteristically appear in declarations of the 25th Congress of the Communist Party of the Soviet Union enumerating the responsibilities of pre-school training, and in the proclamations and edicts of the Central Committee of the Communist Party of the Soviet Union, of July, 1978, to all subordinate Committees to concretely "... in the shortest time possible, in each city and particularly in each village" increase the work of, and establish where they do not exist, "pre-school facilities" (day-care centres and kindergartens). All this is done, understandably, to separate the child from its mother, to weaken the mother's training and influence during these most formative years, to relieve the mother for long hours of exhaustive work outside the home, and to supply an identical, russified colour to the educational system for future generations. Following these proclamations and edicts from Moscow, the servile, obedient Party Committees of Ukraine and other captive nations forcefully and hurriedly organized contests between cities and villages for "over-performance" of the instructions even before the conclusion of the Five-Year-Plan terminating in 1980. An example of this intensified process of russification of pre-school facilities in Ukraine is the Crimean Region of Ukraine, where the above mentioned

edict from Moscow was more than fulfilled "... in pursuit of Communist training of Ukrainian children", according to an article in "Soviet Woman", No. 1, 1979, there are intensely working "... 990 pre-school establishments at various collective farms (kolkhozes), industrial and other facilities, where attendance amounts to 114,000 children". Today, these Crimean pre-school establishments employ over 8,000 specially trained and indoctrinated teachers, in addition to a number of various party inspectors of the Ministry of Education of the U.S.S.R., whose responsibility consists of making sure that all the plans and edicts from Moscow regarding the indoctrination of Ukrainian pre-school children are carefully fulfilled and over-fulfilled.

The obligatory language in all of these pre-school establishments is, of course, Russian! The magazine "Soviet Ukraine", wrote that in Kiev, capital of Ukraine, even before the edicts of July, 1978, there were sixteen kindergartens, and only four of which were Ukrainian-language ones. The result is clear — in the event a Ukrainian child did not learn from its mother its native language, Ukrainian, before going to such a school, it is forced first to learn a foreign language, namely Russian, before being able to learn Ukrainian as a second language.

School Books

To illustrate the politics of russification in education, the following numbers of school books printed are statistically annotated: in 1964/1965 in the U.S.S.R. there were published 205,500,000 school books in Russian for 54.65% of Russian students in the U.S.S.R. and 78,805,000 for 45.35% of students of all other nationalities. Next year, the number of Russian school books published was increased again by four million.

About the principal obligations of schools and teachers

in Ukrainian S.S.R. writes the magazine "Soviet Woman", No. 9, 1978, "Over 700,000 teachers of Ukraine greeted on September 1st close to 8 million students of the Republic. It is they, caring tutors, who will teach our children reading, writing and the virtues of citizenship, to love their homeland, who will help our children choose their professions, or even in schools, to specialize". Further, this magazine supplies the news about the establishment of "educational-production combines" in accordance with "the complex plan of industrious education and training" of pupils, the so-called "Child Five-Year-Plan". Today, there are more than 170 of such combines and by 1983, the number should be increased to more than 600. Therefore, one more factor is added to the russificational Communist-Russian machinery in Ukraine. In addition, the educational system in Ukraine is supplemented by Communist organizations such as the "Pioneers" and "Komsomol", through their hundreds of thousands of groups, kindergarten, palaces, playgrounds, youth camps, uniforms and tempting prizes, insignias and promises of shining careers. All this has a tremendous effect upon youthful romanticism. Enormous effort in influence and training is necessary to help a young person withstand these kind of temptations. Therefore, we bow our heads before those who resist and fight!

Teaching Collective

The magazine "Soviet Education", of November 11, 1978, informs about an edict of Ukrainian S.S.R. Ministry of Education in the matter of increase of attacks on the remaining Ukrainian-language schools, resulting in strengthening of russification of Ukrainian youth. This edict planned and put into effect such means of russification as obligatory teaching of Russian language from the first

grade in all elementary schools in Ukraine, increase of teachers of Russian nationality, establishing in Ukraine special institutes of Russian language, filling of Ukrainian libraries with Russian literature, organizing contests in excellence of Russian language and literature, etc.

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Although the russification situation in Ukraine is very grave, it is worse for the approximately 10 million Ukrainians and their children living in the U.S.S.R., outside of Ukraine. They are sentenced to annihilation, though, by law, they should have all opportunities of Ukrainian education. In Ukraine, in contrast to foreign territories, as much as possible, we find activities of resistance to russification and in defence of Ukrainian language. As an example, known facts of protests of young mothers against russification of kindergartens for Ukrainian children in Dnipropetrovsk. Or again, letters of the so-called creative youth of Dnipropetrovsk in 1969, which were followed by the arrest of the poet Ivan Sokulskyj, Mykola Kulchyckyj, and engineer Victor Sawchenko. The well-known Dr. Mykola Plakhotniuk, author of the letter "Truth is With Us! — Answer to Liars", who for the last eight years has been imprisoned in a Communist-Russian psychiatric clinic, so-called "psykhushka", also took part in this 1969 creative youth protest.

Ukraine is trying to preserve its rights to its native language and education, but it needs all the help it can get from political forums of the free world.

The bases of our action of help are predominantly international decrees, agreements and proclamations, whose participators and signatories include the U.S.S.R. and Ukraine, namely the international United Nations Universal Declaration of Human Rights of 1948 and United Nations

Declaration of the Rights of the Child of November 20, 1959.

In the Preamble to the Declaration of the Rights of the Child, the United Nations reaffirmed their faith in fundamental human rights, and in the dignity and worth of the human person, and further, the United Nations has become determined to promote social progress and better standards of life in larger freedom.

Taking into consideration the results of the First and Second World Wars, members of the United Nations, by this Declaration, assessed that the most innocent victims of wars are children. Therefore, a need arose to proclaim a special Declaration of the Rights of the Child which in its ten Principles defines the basic rights of children. The most important of these Principles are:

Principle 1. The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2. The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

Principle 3. The child shall be entitled from his birth to a name and nationality. (Therefore, in Ukraine, the child is entitled to Ukrainian nationality and not Russian identity).

Principle 6. The child, for the full and harmonious revelopment of his personality, needs love and understanding. He shall, whenever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother . . .

Principle 7. The child is entitled to receive an education . . .

Principle 10. The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood . . .

Our requests for help from the Free World to counteract the russification process in Ukraine are principally based on the above enumerated Principles of the Declaration of the Rights of the Child.

In connection with the celebration of the Year of the Child, the Director-General of UNESCO appointed Mr. D. Najman, Assistant Director-General, Cooperation for Development and External Affairs Sector, as Commissioner of the International Year of the Child, the official responsible for the planning and coordination of relevant supporting activities, particularly at the level of policy guidance. The Commissioner appointed directors for separate sectors and established bureaus in Geneva and the United Nations in New York.

At the Commission's meeting in August, 1976, the following resolutions were adopted:

1. Educational program — namely general- educational schools for the development of children in social, economic and cultural direction. Special

attention is to be given to pre-schools (day-care centers and kindergartens) and methodical stimulation of educational interest of the child in science, technological concepts and environment.

2. Improving the protection of rights of children, particularly the ones of migratory families and those whose parents, due to different reasons, do not possess permanent living quarters (such as children of Ukrainian political prisoners and the ones living in exile in various Republics of the Soviet Union). Here are included also research studies on the role and effect of changes of living conditions upon the process of psychological and physical development of the child.

3. Help to, and increase of, children's cultural programs, such as television, theatre, shows, literature, libraries and creative talents.

4. The Commissioner of the International Year of the Child of United Nations is to cooperate in realization of the adopted plans and resolutions with governmental agencies of various countries.

The subjects of the second meeting of the Commission of the International Year of the Child in 1977 were the legalistic aspects of the rights of children:

1. It was resolved to organize a Convention of the Rights of the Child and present before it recommendations against discrimination in aspects of education, national and cultural identity of children of different countries and underdeveloped groups or tribes.

2. It was resolved to organize research and take practical steps to safeguard national and cultural identities of nations and peoples, which are represented by national freedom movements, and on the basis of such research, to prepare for, and disseminate among, children books and publications.

3. Children may not be discriminated against for actions and criminal or political records of their parents.

4. Special commissioner will be appointed for safeguarding and broadening the teaching of the child's native language, particularly concerning migrants' children. The Commission of the International Year of the Child asserts that children should obtain their education in their native language because only the child's native language assures full facilitation of the child's learning abilities and secures the free manifestation of the child's creative talents.

5. The family has the right and obligation of bringing up the child. The mother may not be forcefully separated from her child and her first and foremost occupation and interest should be her child's upbringing.

In conclusion, Ukrainian children are appealing to the Counsel General of the United Nations and to the countries of the Free World to intervene on their behalf with Chairman Brezhnev to cease and desist the politics and policies of russification of Ukraine and return to the Ukrainian children their inalienable rights to their own nation, language and culture.

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