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**HISTORY OF SPECIAL PEDAGOGY IN FACTS AND FIGURES.  
TO THE 110<sup>TH</sup> ANNIVERSARY OF THE V. P. KASHCHENKO  
SANATORIUM SCHOOL FOR CHILDREN WITH DISABILITIES**

**Abstract.** The paper attempts to reconstruct the history of one of the first medico-educational institutions for children with developmental disorders in Russia — sanatorium school for children with disabilities founded by Vsevolod Petrovich Kashchenko (1870—1943). This private institution was opened in Moscow in 1908 for children who had problems with social adaptation of different nature. The pupils of the sanatorium school included both children with intellectually disability and those with emotional instability; in addition, there were pedagogically neglected children brought up under unfavorable family conditions. Based on historical documentation (information, methodological and scientific-practical guidelines published by V. P. Kashchenko), the author gives a general characteristic of the children enrolled at the sanatorium. She provides a detailed description of the system of their teaching and upbringing: living conditions, daily routine, upkeep and forms of academic and out-of-class activities. The author emphasizes the special educational role of manual labor. Alongside with the works by V. P. Kashchenko, the reconstruction of the spirit of the sanatorium and of the atmosphere facilitating successful socialization of the children to a great extent benefited from the memoirs of V. P. Kashchenko's daughter Anna Vsevolodovna Kashchenko (1908—2016), who carefully preserved all the materials connected with professional activity of her father.

The article traces the change of the sanatorium status during the whole period when V.P. Kashchenko was its headmaster, until he was dismissed from office in 1926. Special attention is paid to the description of the scientific-methodological work carried out under the guidance of V.P. Kashchenko in the sanatorium school. Specifically, the author reports the data related to the creation of the first and only in the history of psychopedagogical science museum of pedology and pedagogy of special childhood. The article demonstrates the contribution of V. P. Kashchenko to

elaboration of the principles of medical pedagogy formulated on the basis of generalization of the medico-pedagogical activity of the sanatorium and the results of scientific research.

**Keywords:** medical pedagogy; history of defectology, children with disabilities; disabilities; special children; difficult child; sanatorium schools.

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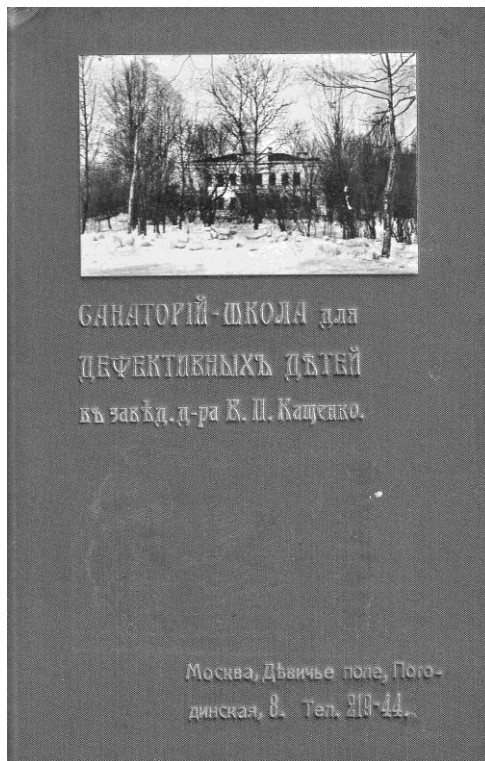
*There are two kinds of pity. One, the weak and sentimental kind, which is really no more than the heart's impatience <...> and the other, the only one that counts, the unsentimental but creative kind ...*

— Stefan Zweig, *Beware of Pity*

Reconstruction of the history of defectology as an independent branch of scientific knowledge is a difficult enough and painstaking historical-pedagogical task [3; 6; 11; 12; 14; 17; 18], and this fact explains why the question what event marks the beginning of this sphere of activity has remained unanswered till now. The birth of defectology might as well be marked by several logically connected events, not just one. There is no doubt that “a significant place in the history of domestic oligophrenopedagogy and defectology on the whole is occupied by the private medico-educational institution “Sanatorium School for Children with Disabilities” opened in Moscow in

Pogodin Street in 1908, and the activity of its founder V. P. Kashchenko” [6, p. 260].

In 1911, there appeared an illustrated publication “Sanatorium School for Defective Children Headed by Dr V.P. Kashchenko” [15] which allows the reader to get a general impression of this institution. We would like to make it clear from the very start that the given article does not purport to create a comprehensive scientific-pedagogical biography of Vsevolod Petrovich Kashchenko (1870—1943). Our task is much more humble: the given paper deals with only one, perhaps the most important aspect of professional activity of V.P. Kashchenko.



**Figure 1.** The cover of the book about the V.P. Kashchenko sanatorium school for children with disabilities (1911).

The name of the sanatorium contains the term defective child for the first time in the history of pedagogy (see in more detail in: M.A.Stepanova. “V.P. Kashchenko and L. S. Vygotskiy: to the History of the Name of the Science about the Defective Child” [16]). V.P. Kashchenko later wrote that he had introduced the term in 1912 and referred the reader

to the collection of articles “Defective Children and School” [2]. Specifically, V.P. Kashchenko mentions this fact in the paper co-authored with G. V. Murashev “Pedology of Special Childhood” included in Volume 1 of the first publication of the “Pedagogical Encyclopedia” [11, p. 192].

In 1914, the book by V.P. Kashchenko and S. N. Kryukov “Edu-

cation-Upbringing of Difficult Children” came out in which *defective children* are defined as “a numerous group of children with various deviations or *disabilities*” [9, p. 3]. These disabilities may be manifested in the sphere of intellect, emotion and will, disposition and morals, and there are also mixed types of disabilities. All types of defective children have many gradations of defect: from severe forms to the manifestations on the borderline with the norm. The latter got the name of *difficult children*, and such pupils made up the majority in the sanatorium school.

### Prehistory

Anna Vsevolodovna Kashchenko, the daughter of V.P. Kashchenko, who devoted her life to the preservation of her father’s name and the restoration of the stages of his activity, wrote in her memoirs as follows: “... in 1908, the Sanatorium school for defective children is opened ... Some time later, father would say that in 1908 his two twins were born – the younger daughter Anna and the son Sanatorium” [7, № 4, p. 12]. In a private talk, A.V. Kashchenko recollected how father jokingly said that he had three children: two daughters – Valeria and Anna, and a son – Sanatorium.

V.P. Kashchenko received medical education and began to work as

a country doctor, but participation in revolutionary activities of 1905 deprived him of the right to public service, and he decided to found a medico-pedagogical institution for difficult and defective children. As Kh. S. Zamskiy reports [6], V.P. Kashchenko made meticulous preparations for that. He attended seminars in the children’s psycho-pathology and psychology scientific circle under the guidance of N. A. Bernshteyn, and worked in the experimental psychological laboratory of G. I. Rossolimo. He perfected his knowledge in the laboratories of A. P. Nechayev and A. F. Lazurskiy. At that time, V.P. Kashchenko got acquainted with the children’s psychiatrist Prof. A. S. Griboyedov (1875-1944).

In 1908, V.P. Kashchenko went on a long half-year visit abroad to study the existing experience of organizing institutions for children with developmental disorders. He visited Germany, Switzerland, Italy and Belgium and on coming back home, opened an institution for children with disabilities on the analogy with the foreign institutions.

A. V. Kashchenko recalls the family legend of the Sanatorium school creation. V.P. Kashchenko’s nephew, the younger son of P.P. Kashchenko, Yuriy was a difficult child, and once he made fire in the loft of the hospital (the family of P.P. Kashchenko lived in the build-

ing of the hospital), after which he was sent into exile to live with uncle Vsevolod. These private events might have facilitated the formation of V. P. Kashchenko's idea about the need to work out a special approach to the education of difficult children.

The sanatorium was founded with private money: "Father had no capital; he opened a very modest Sanatorium school on his savings from the doctor's salary at a private hospital. For this purpose, a two-storey spacious house of M. F. Blandova, situated in a big garden with a maple ally, bushes of lilac and jasmine and apple and cherry trees was rented in 1908" [7, № 4, p. 12].

There is an issue of the daily paper "Golos Moskyv" of April 11, 1909 in

the private archive of A. V. Kashchenko which carries an advertisement about the sanatorium of Dr V. P. Kashchenko "for retarded, nervous and other children difficult in terms of education".

### **Experience of teaching and educating defective children by V. P. Kashchenko**

Reading the book "Sanatorium School for Defective Children Headed by Dr V.P. Kashchenko" [15] and the works of V. P. Kashchenko published during his life, one can restore the details of events that took place more than a century ago.



**Figure 2.** V. P. Kashchenko (photo)

### ***Information about the sanatorium children***

“Sanatorium for unsuccessful, nervous and other children difficult in educational terms <...> is a medico-educational institution for children of both sexes aged 4 through 16 years” [15, p. 7]. The sanatorium provided medical treatment, upbringing, and education to children.

According to the reminiscences of A. V. Kashchenko, there were only school-age boys in the sanatorium.

The sanatorium contingent was the following.

1. Children with intellectual underdevelopment, unsuccessful and lagging behind.

2. Children with reduced memory, attention deficit disorder, low working capacity, weak-willed, and lazy.

3. Children with unstable or deviating personality traits (stubborn, garrulous, fearful, insecure, deceitful, rude, careless, and immoderate); children with self-regulation disorders.

4. Sedentary, sluggish, reserved, and passive children.

5. Children with physical and mental hyperactivity, easily excitable, and undisciplined (pathologically active).

6. Physically over- or underdeveloped children.

7. Children with mixedema (swelling) and obesity.

8. Hysterical children.

9. Children without psychological disorders but with problems of ad-

aptation to ordinary school (lazy, spoilt) or children whose parents cannot control their education.

Children with a profound physical disability, extreme mental retardation, with marked symptoms of intellectual disability, those suffering from epilepsy and jitteriness could not be admitted to the sanatorium school.

V.P. Kashchenko believed it vital-ly important to create the conditions for the sanatorium pupils preventing negative impact upon them on the part of other children. It is to this end that the child was meticulously tested for the presence of any “malevolent personal traits” [15, p. 8], and their presence automatically excluded the child from the sanatorium.

Admission to the sanatorium school was possible all the year round if there were vacant places.

Sanatorium accommodation was fee-paying, and the fee depended on the kind of defect and the complexity of the child’s education and upkeep.

### ***Conditions of the children’s life in the sanatorium***

The postal address of the sanatorium was: *Moscow, Devich’ye pole, Pogodinskaya St., 8.*

Then it was a suburb of Moscow: “... a quiet, sparsely populated, healthy place, in the vicinity of university clinics” [15, p. 8].

The sanatorium was situated in a two-storey building with 37 rooms:

9 rooms were allotted for bedrooms, 5 – for classrooms, 3 – for dining rooms, 3 – for workshops, and 1 – for the medical facility. The remaining rooms were designated for rest and recreation, medico-pedagogical examination, visitors, and the pedagogical and service personnel; there was a kitchen, a laundry, etc.

The sanatorium could admit 22 pupils united into three pedagogical families. Each family had its own tutor. The families lived almost independently of each other so that the children might be under constant control of the tutor. The families were subdivided into subgroups for learning depending on their psychological constitution – disposition, intellectual and moral development and the volume of background knowledge.

The pedagogical staff included the headmaster, one resident tutor and two resident caregivers, visiting teachers of general education subjects, nature study teacher, teachers of music, singing, manual labor, and drawing; in addition, tutors were invited to take the children on long Sunday excursions.

The medical staff included the sanatorium director V.P. Kashchenko, the consultant G. I. Rossolimo, and a dentist; other specialists came in case of need.

Apart from the pedagogical and medical staff, there was a household and service staff.

### *Pedagogical methods and the pupils' living conditions*

“The aim of the given institution is not only to guarantee the provision of pleasant and useful life for the pupils but, before anything else and to a greater degree, to correct various drawbacks irrespective of the sphere they refer to, to equip children with satisfactory intellectual-moral development, knowledge, working habits and skills, and thus prepare them properly for feasible and useful life in the family and society” [15, c. 12].

This aim was achieved via various methods of medical pedagogy. Special activities focused on improvement of the physical and psychological conditions of the children were held. The latter presupposed the solution of the following problems:

- development and rehabilitation of intellectual abilities and moral inclinations deviating from the norm;
- development of reasoning independence;
- development of consistency and persistency;
- development of skills to control oneself and limit one's wishes;
- development of the feeling of duty, honesty, sincerity, and respect for other person's property;
- development of the skills of obedience;
- teaching to keep the room and oneself tidy and clean;

- teaching and training for schooling or resuming a course of learning at secondary school;
- in cases of inability to attend regular school – translation of basic information necessary for practical life and preparation for occupations matching the individual abilities of the child.

It was not only special instruction and other activities but also a special family atmosphere of the sanatorium and the presence of specialists who loved their profession that V.P. Kashchenko referred to the conditions ensuring the achievement of the established goals. Here is what A.V. Kashchenko wrote about it: “Our family life was dominated by the interests of the Sanatorium – “of the boys”. Mother worked shoulder to shoulder with father, helping him and backing him in all his undertakings. If father was the brains, mother was the soul of the sanatorium. All household activities of the family were supervised by our grandmother Zinaida Lukinichna. While she was in good health, there were no maids or any other servants in the house. Neither were there any nurses. I grew up alone and free in our enormous garden. It might have been only our janitor Akim Ivanovich, a man strongly attached to the family, who looked after me from time to time [7, № 4, p. 13].

V.P. Kashchenko emphasized the necessity to observe the princi-

ple of individualization of learning which was reflected in the low number of pupils in a class – from 3 to 6 pupils with equal level of knowledge development. V.P. Kashchenko wrote: “Specific quality of knowledge, differences in working capacity, wit, technical skills, creative potential, abilities in certain subjects, etc. bring about the need for differentiation of our requirements, tasks, questions addressed to the children, etc.” [9, p. 26].

Special role was assigned to visual arts and manual labor as activities developing intellectual abilities and fostering attention, will, habits for independence, child’s interests and discipline. Two hours were allotted to these lessons a day in the senior groups, and about three hours – in the junior ones. Physical development and stimulation of activity and wit were facilitated by outdoor games and sports (skating, skiing, and rowing) held with reference to individual abilities.

The children looked after squirrels, rabbits, guinea pigs, fishes, and birds that lived in the sanatorium; there was even an artificial ant hill.

### *Daily routine*

The daily routine was similar in all groups, but there were some differences, specifically, more time was allotted to intellectual activity in the senior groups.

Sleep time was long (about 11 hours), which was connected with



weak nervous constitution of the pupils.

The children got up at 8, washed themselves, took a shower (if prescribed), did their beds, polished shoes and dressed. After the prayer, they had breakfast. Then, from 9:00 to 13:00 they had classes: 4 lessons with intervals between them. During each interval, the pupils left their classrooms and played on playgrounds outside the building. Lunch began at 13:15, after which some children were to lie in the open air, all the rest spent time according to their interests but under constant supervision of the tutor. At 16:00 they had tea, followed by classes alternating according to the day of the week: singing, popular talks on nature study, or music.

From 17:30 to 19:30 the pupils went for daily manual labor at special workshops spending some hours in drawing and modeling. The following kinds of manual work were practiced: carpentry, turnery, fretwork, woodburning, metal embossing, photography, basketry, box and file making, book binding, knitting from thread, wire or rope, pottery firing, artistic decoration of objects made by children, handwork, etc. In summer, some of the works enumerated above were substituted by work in the orchard and vegetable garden.

Kh. S. Zamskiy stressed that manual labor was regarded by V.P. Kashchenko not only as a method

of acquisition and reinforcement of knowledge but also as a rehabilitation means of a person [6]. And V.P. Kashchenko worked out a special method of teaching manual labor which presupposed the necessity to start teaching with awakening the child's interest to the labor outcomes and to the thing produced. At first, the products of such labor included toys, then household utensils; and the interest was aroused via demonstrating a well made thing and its practical application. The wish to have the thing was followed by the desire to make it. As far as senior children were concerned, manual labor was used in all subjects: "Children weigh, measure, draw, make up tables, schemes, gather collections, make gadgets, model from clay and other materials by themselves. In these kinds of activity, the child involuntarily comes in contact with various aspects of what they learn <...> and the learned material becomes their own *experience*, an inseparable part of their personality" [9, p. 25].

At 8:00 p.m. the children had supper, from 8:30 to 9:00 p.m. they prayed, made beds, washed themselves and went to bed. The sleeping rooms were equipped for 2-4 children.

### ***Grouping pupils and organization of classes***

For academic purposes, the pupils were subdivided into forms or groups – senior and junior groups.

In the senior groups, the children took a course of secondary education and learned the following subjects: religious studies, Russian, arithmetic, German, French, history, geography, nature study, etc. The timetable was designed in such a way that the children would be able to learn the most difficult subjects at the most productive hours of the day. Classes were aimed at the development of associative reasoning, attention, and the processes of generalization, abstraction and supposition. And close relationship between the subjects was designed to motivate the pupils towards knowledge acquisition.

The usual system of grouping for lessons was modified so that the pupils could be grouped on the basis of their knowledge in a particular subject (setting by ability). Thus, one and the same pupil could learn arithmetic in one group, Russian – in another, and geography – in yet another group. V.P. Kashchenko believed it possible to refuse from the uniform compulsory program: “If on the one hand we come across lack of interest towards learning in our pupils, and if our task consists in looking for an interest or inclination in the child in order to use them in our work with the pupil; and, on the other hand, if it is the quality of knowledge and not its quantity that matters, a uniform program is out of the question” [9, p. 24]. Instead of programs for each particular sub-

ject, the sanatorium teachers worked out detailed curricula which they used in their classrooms. The main attention was paid to the quality of learning: “Let the group learn little, but this “little” should be well thought over, learned independently and thoroughly [9, p. 24].

The junior group was made up of children who, because of their intellectual disabilities, could not take a course at a secondary education institution. Special developing classes on the basis of the teaching guides written by the pedagogues (on the analogy with the guides brought by V.P. Kashchenko from abroad) were organized for them. Classes in junior groups focused on gymnastic exercises (to music), outdoor games with exercises for the development of oral speech, elementary explanatory reading, illustrating, visual teaching of arithmetic, playing with Froebel gifts, exercises on written speech development, exercises on development of perception, exercises on development of spatial and temporal concepts, etc. The children were also given separate tasks and took part in discussions of objects and pictures.

On Thursdays, in the morning, all children went on educational excursions to widen the range of their concepts about reality and to illustrate the material learned – they visited palaces, museums, exhibitions, Zoological Gardens, work-

shops, factories, plants, etc. On Sundays, long walking tours and skiing or boating trips were organized. During such excursions, the children visited the Kutuzov House in Fili, the Ostankino park and palace, the water tower and the city water supply pump house in Vorobyovy Gory and Rublevo.

According to A. V. Kashchenko's memoirs, in winter, on Sundays, the children went to sledge down the hill near the Novodevichy Convent with great pleasure.

The children's life at the sanatorium presupposed alternation of lessons and recreation, which made it possible to avoid overstrain widely spread in a usual school, and there was no need of holidays traditionally defined as a time free from academic classes. During great holidays (Easter and Christmas) there were no classes during 5 days only; in summer, classes went on as usual.

In summer, the sanatorium moved to Finland: the children lived in a country house on the shore of Finnish Bay. Regular lessons were a little shorter because long walking and steamboat trips, as well as sailing and rowing boat voyages were taken. The children bathed in the sea, learned to swim, row a boat, catch fish, went in for growing vegetables and fruit, and made collections of plants and animals. A. V. Kashchenko wrote: "Beautiful nature, forests, small rocks, the close sea,

and a wonderful climate made children's life very attractive and full: swimming, rowing and sailing, walks and bicycle rides, potatoes baked in the campfire, long voyages to the Imatra waterfall, along the Saimaa canal, etc." [7, № 4, p. 13].

Regular medical examinations and psycho-pedagogical observation procedures were conducted to check up the state of the children. The results were discussed at united conferences of the medico-pedagogical and pastoral personnel of the sanatorium. These conferences were often held in V.P. Kashchenko's flat. The sanatorium specialists made up school reports about the pupils which reflected the dynamics of their development. V.P. Kashchenko defended the principle of holistic study of the child based on their long-term observation by pedagogues and tutors: "The study of the child, if possible, many-sided and complete (biological), lies at the basis of the work of our sanatorium school" [9, p. 13].

Out-of-class activities included visiting morning performances and lectures for pupils. The children visited museums and the Tretyakov Gallery.

Amateur performances, musical-literary evenings, competitions and holidays were held sometimes – in these cases, the children made the scenery and costumes themselves at the lessons of drawing and manual labor. Unforgettable impressions

were associated with the Christmas tree. A. V. Kashchenko recollected: "Under a high decorated Christmas tree, guarded by Ded Moroz was a pile of bright bags with presents; each person got such a bag ... There were many people invited – relatives and friends. Father was on friendly terms with the Sats family. His daughters Natasha and Nina Sats came to one of our Christmas holidays [7, № 4, p. 13].

### ***Rules of upbringing (pastoral activity)***

The system of pastoral activity of the sanatorium school is especially interesting.

The school focused on the creation of an educational environment, as "*timely* special measures in many cases are able to turn children with disabilities into fully able members of society, or at least make them more adapted to life" [9, p. 11].

We know that there were many difficult children among the sanatorium pupils – pedagogically neglected children, those prone to vagrancy, pyromaniacs, kleptomaniacs, etc. The main thing V.P. Kashchenko paid attention to was stimulating the emergence in the child of a self-attitude that would bring forth the striving to correct their bad behavior. "Our efforts are targeted not only at the reinforcement of active *will* but also, and to a greater degree, at the development of *moral feelings and emotions*" [9, p. 30].

V.P. Kashchenko looked at daily routine as an educating (psychotherapeutic) factor. He noted that children liked order and were often displeased when the traditional daily schedule was changed due to urgent circumstances. He wrote: "... it is from constant arrangement of things that unbalanced, nervous children get sufficient help to their unstable will. <...> festivities, even our short 4-5 days holidays, when there is no regular labor and are comparatively many impressions <...> unsettle our pupils" [9, p. 34].

At the same time, all pedagogical requirements were explained and addressed to the child's consciousness: "We do not demand only blind obedience from our pupils. <...> We do not deny them the right to critical attitude to the school rules and our requirements ... We regard their bad actions as mistakes or errors; we treat them as inevitable blunders often caused by their condition" [9, p. 32]. Obedience was not considered as a self-sufficient goal but as a way to self-discipline, to the formation of stable disposition and self-dependent personality with high morals.

The pedagogues and all adults surrounding the children displayed a considerate, kind, loving, and warm attitude, devoid of any semblance of formality, towards the children, which, more importantly, was always weighed and temperate. V.P. Kashchenko took great pleas-

ure to note that the pupils, who used to be rude with their parents at home, did not behave in this way at school.

The uniformity of the pedagogues' requirements was a principal issue in the education: "What is once prohibited is prohibited by all; permission shall not be challenged by separate members of the pedagogical staff" [9, p. 35]. According to V.P. Kashchenko, the unconditionality and categorical nature of requirements possessed a disciplinary potential, which was especially essential for weak-willed, unstable and capricious children characterized by a swift change of desires. As a result, the children "do not get lost when they face contradictory requirements of different teachers, and they are not confused by arbitrary assessment of their behavior, as it often happens in the families where things that give delight to the mother, provoke outrage of the father, or vice versa" [9, p. 35].

Much attention was paid in the sanatorium to the development and training of strong will – both positive and negative, active and passive. The positive will was enhanced by the labor-oriented situation at the sanatorium. And manual labor was not treated as a boring obligation; the pedagogues tried to interest the child with various kinds of work; therefore, initiative was

welcome at the lessons of manual labor. As a result of the fact that the children's independence is not limited, they "feel themselves as creators, conquerors of the crude matter into which they have embodied their thought; they turn into living, *independent, creative personalities*" [9, p. 39].

Education of an independent person, or *independence of living* as a "certain sum total of the necessary living skills giving a chance to do without anybody's help" [9, p. 39] is one of the main goals which is achieved via organization of the child's life without nurses or maids.

### ***Communication with parents***

The parents had an opportunity to see their children at specially allotted hours. A leave home was possible on the permission of the headmaster depending on the psychological state of the pupil.

The children were allowed to have family photos, books, albums, stationary, camera, games, and toys. The sweets brought to the child went to the common buffet, and the child treated other pupils to them in the dining room.

The parents received information about their children once a month; and three times a year they were informed about their progress.

The children wrote letters to their parents every week.

### Scientific-experimental work of V.P. Kashchenko at the sanatorium

A.V. Kashchenko recollected that alongside educational-pedagogical activity, father carried out scientific-experimental work in which G. I. Rossolimo participated as consultant.

Kh. S. Zamskiy quotes the memoirs of the famous oligophrenopedagogue A. N. Graborov who had visited the V.P. Kashchenko sanatorium school: “The thing that surprised me during my first visit to the V.P. Kashchenko sanatorium school was the well-thought-out system of work: it was the creative research atmosphere which permeated the whole activity of the sanatorium school and the amazing ability of Vsevolod Petrovich to make his colleague think, search, investigate, and meticulously accumulate experience” [as cited in: 6, p. 263].

The scientific-research museum of pedology and pedagogy of special childhood opened at the school sanatorium in 1918 is worth mentioning separately. As Kh. S. Zamskiy wrote later, it was “a *unique* institution the goal of which was popularization of the issues of defectology and methods of teaching non-typical children, demonstration of learning and visual aids, and exhibition of the objects made by children” (italics added – M.S.) [4, p. 105].

Information about the museum was included in the Moscow Museum Guide published in 1926 [13]. It is necessary to note that according to V.P. Kashchenko, the term *children's deficiency* is narrower than the term *exclusiveness* as *deficiency* means deviation towards disability, whereas *exclusiveness* can mean both deficit and abundance. Nevertheless, he used them as synonyms and stressed: “The difference between exclusiveness (deficiency) and norm <...> is interpreted as a difference only in the quantity, in the *degree*, but not in *quality* [10, p. 8].

There were three main sections in the museum: child studies, medical (rehabilitation) pedagogy, and children's labor and creativity. V.P. Kashchenko believed that the task of the child studies section was to acquaint those interested with the methods of pedological research and the typology of exclusive childhood: there were materials both about gifted and talented children with disposition or temperament problems, and about children with intellectual disabilities. Special attention was paid to children's creativity – children's drawings, objects made of wood and clay, and literary works were collected and exhibited. The section of rehabilitation pedagogy reflected the experience accumulated in the sanatorium (results of medical and psychological examination of the children and rehabili-

tation work) and gave an opportunity to look through the collection of special methods guides worked out by the personnel of the sanatorium. The section of children's labor and creativity acquainted visitors with the methods of learning drawing, with various kinds of creative activity (carving on wood, woodburning, weaving, etc.), and with amateur theatrical activity (models, scenery, costumes), etc.

The museum had no future: according to V.P. Kashchenko it was destroyed.

In 1918 (the data are quoted from the book: *Kh. S. Zamskiy. Umstvenno otstalyye deti: istoriya ikh izucheniya, vospitaniya i obucheniya s drevnikh vremen do serediny XX veka* [Children with intellectual disability: History of the study, upbringing and education from ancient times to the mid 20th century], [6]), the House for Child Studies was opened on the base of the sanatorium, which was reorganized in 1921 into a medico-pedagogical clinic and in 1923-1924 – into the Medico-Pedagogical Experimental Center headed by V.P. Kashchenko. Later on, the Experimental Defectological Institute was founded on its base; some time later (in 1934) it was reorganized into the Scientific-Practical Institute of Special Schools and Children's Homes, and in 1943 – into the Scientific-Research Institute of Defectology of

the Academy of Pedagogical Sciences of the RSFSR (now Institute of Special Pedagogy of the Russian Academy of Sciences).

### **The sanatorium school in the life of V.P. Kashchenko. Dismissal from office**

V.P. Kashchenko was dismissed from his office of Director of the Medico-Pedagogical Experimental Center in 1926. A.V. Kashchenko wrote in her memoirs that the official policy towards the old members of the staff changed in 1926. Anna Vsevolodovna was dismissed first, and Vsevolod Petrovich was dismissed some time later. "It was a hard blow for Father, because he was not only director but also the founder of this institution. It was his child, brought up with his love and energy.

It is in this sad and tragic way that his work in the Medico-Pedagogical Experimental Center organized on the base of the sanatorium school came to an end in 1926" [7, № 5, p. 6].

A.V. Kashchenko provides some facts from the future life of the pupils of the sanatorium whom the Revolution and the Civil War scattered across the globe. Some of them maintained friendly relations with Vsevolod Petrovich and Anna Vsevolodovna Kashchenko.

## Medical pedagogy of V.P. Kashchenko

In his book “19 Years’ Experience of a Special Medico-Pedagogical Institution of RSFSR – Medico-Pedagogical Center of Narkompros in Moscow” [10, p. 7] (it is the second edition of the book, the first one was published in 1926), V.P. Kashchenko wrote: “The *social* character of pedagogical treatment of exclusiveness (deficiency) is the most typical feature of modern medical pedagogy, upon which it builds up its knowledge” [10, p. 6]. Speaking about the specificity of the institution, V.P. Kashchenko underlines the special methods it uses: the same as teaching the blind and the deaf needs certain special techniques, teaching and upbringing of children with intellectual disabilities and temperament disorders presuppose certain approaches to the child.

<...> As far as tasks of the pedagogical activity of the clinic are concerned, the basis is the *same* as in typical school. This basic task is to bring up a socially holistic personality of the child. But the clinic has one more additional task – to ensure *rehabilitation of the disabilities of this personality*.

In fact, we can say that medical pedagogy includes the whole system of social pedagogy *plus* a certain specific addition” [10, p. 7].

In the 30s, V.P. Kashchenko prepared the book “Pedagogical

Rehabilitation” for print, which was published almost 60 years later – in 1992. The book presents the analysis of the practical experience collected by the author through the prism of medical pedagogy. V.P. Kashchenko appeals to the pedagogues working “with the *defective child*, with the *exclusive child*, with the *child difficult to educate*, socially neglected, socially unsettled, suffering from a more or less severe “social twist” [8, p. 202]. And he especially stresses that the children with temperament disorders attend mass schools and kindergartens; therefore, each pedagogue should possess the necessary knowledge for their rehabilitation.

V.P. Kashchenko enumerates the principles of medical pedagogy:

- social necessity and social nature of the creative work of the pedagogue in general and the pedagogue-defectologist in particular;
- measures against personality deficiency are really true and valid means;
- management of the environment and control of a particular social situation constitute the task of the pedagogue; the potential of education is enormous: “it can both ruin the child socially and it may turn them into a socially valuable personality” [8, p. 206];
- combination of the pedagogical work with the exclusive child with constant and continuous activity towards their study: it is necessary



to “*know the child* – to know them deeper and better than we know the construction of the machines we work with, <...> *to know the methods and techniques of their education* like we know the rules of machine operation [8, p. 23];

– cooperation between the pedagogue and the doctor.

V.P. Kashchenko envisaged that the problem of difficult (exclusive, deficient) children would be hardly solved even in the distant future, which, nevertheless, did not prevent him from believing that “the problem would be overcome, that the medical and pedagogical measures aimed at correction and rehabilitation of the defects of psychological and physical development of children would be successful in the long run” [8, p. 25].

The book is concluded with the words: “Education institutions and faculties for training pedagogues-specialists are opened, <...> medico-pedagogical institutions are formed, scientific-popular work is conducted among the population, and the corresponding literature is published. To all this, *the author has made his contribution and is happy to realize that it has been useful, that the seeds he sowed have sprouted, and the life fully devoted to higher human motivation has not been lived in vain.*

When I write these lines, I see the eyes of not only the readers of today but also those who will open

my book tomorrow; <...> many things written on its pages may become outdated, may need specification, or even complete change. <...> But still I am absolutely positive that the thoughtful reader will find useful things in my writings even in the future” (italics added – M.S.) [8, pp. 200-201].

And indeed, the achievements of V.P. Kashchenko, although not at once, have been highly praised by the scholars of next generations. The contribution of V.P. Kashchenko was first mentioned by D. I. Azbukin in 1947, who called him “one of the pioneers in the field of defectology” [1, p. 109]; and in 1959, Kh. S. Zamskiy referred V.P. Kashchenko (a brief scientific biography was written by Kh. S. Zamskiy to the 100th anniversary of V.P. Kashchenko’s birth [5]) “to the group of the first scholars of our home defectology, the most active fighters for general education and upbringing of children with higher nervous activity disorders and psychological and physical disabilities [4, p. 95].

On the eve of the 150th anniversary of Vsevolod Petrovich Kashchenko’s birth these words sound as a call to turn to his scientific-pedagogical legacy providing the scholars with safe and valid methods of rehabilitation of behavior of difficult children.

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