

історичною минувшиною, а глибокою демографічною і духовною раною українського народу. Досліджуючи матеріали опубліковані в «Огоньку», ми можемо простежити їх вплив на формування нових уявлень громадян про історію. Тому важливим є подальше, більш глибоке вивчення цієї проблематики.

Список використаних джерел:

1. Мицкевич Э. Средства массовой информации в период перестройки / Э. Мицкевич // Социологические исследования. – 1990. – № 11. – С. 140–146.
2. Слово читателя. Мочалова Н. // Огонек. – 1988. – № 8. – С. 4.
3. Слово читателя. Хмільковский И. // Огонек. – 1988. – № 12. – С. 3.
4. Дяченко С. Страшный месяц Пухкунть / С. Дяченко // Огонек. – 1989. – № 27. – С. 22–24; 25.
5. Кульчицький С. Голод 1932–1933 рр. в Україні як геноцид / С. Кульчицький. – К.: Ін-т історії України НАН України, 2005. – 220 с.

Kutsaeva T.O.

*PhD, Senior Researcher,
National Museum of History of Ukraine*

STORY «TRAGEDY OF JEWISH GHETTOS IN UKRAINE» ON THE BASE OF NELLY S. TOLL'S BOOK «BEHIND THE SECRET WINDOW», AS A PART OF THE SPACE OF INFORMAL EDUCATION, THE HISTORY OF THE HOLOCAUST

Educational sessions that promote knowing, extension and deepening of pupils' knowledge of the Holocaust with its special place in the culture of memory of the Ukrainian society are relevant today. Given the scope of information that constitutes the knowledge, sessions can include testimonies of little victims. It is possible to propose to pupils stories based on the English-language literature that from the first person reflects tragedies of Jewish ghettos in Ukraine. Among such books, we turn our attention to memories about the Lviv (Lwow) ghetto of Nelly Toll «Behind the Secret Window. A Memoir of a Hidden Childhood During World War Two». Firstly this book was published in the USA in 1993. It was not translated into Ukrainian and is not for sale in Ukraine [7]. The story worded in the book for a long time serves as a basis for a set of sessions for children at the ages from 7 years, which were established by Massillon Museum, Ohio, USA [5]. It is possible to adapt them to Ukrainian realities or try to create original, as proposed.

Generalizing educational and pedagogic aims of the mentioned informal education session, by analogy with school lessons, we should determine that it would also outline a concept and promote a popularization of relevant scientific knowledge of history of Ukraine, the World War II, the Holocaust, complement a content of school curricula. Although, 2016 that in Ukraine was officially declared as the Year of English language is over, there is still attention of specialists relative to the history

teaching to the importance of studying original sources with pupils. Taking into consideration high volume of the book (162 pages), however it is written in understandable English language, but with a specific terminology and different level of pupils' language skills, it seems appropriate to propose them not just a format of a session like «read – translate». It is worth to organize an interactive bilingual session, which «scenario» can include the following elements:

Presentation of the theme of the session. Identification of knowledge about the tragedy of the Jews of Europe: «*I study (not yet study) at school, but know (don't know) about...*». «*Let's get acquainted with terms*»: «The slideshow + information cards in Ukrainian, English languages»: genocide, the Holocaust, Shoah, the Destruction of the European Jews, a ghetto, the Final Solution of the Jewish Question, deportation, statistics of ghettos in Europe and Ukraine, victims of the Holocaust, including children.

Presentation of a paper version of the book (with providing copies of chosen for reading text fragments and English-Ukrainian dictionary), which is accompanied by the slideshow «*Look inside...*» [6]. It is a good practice to give pupils the link to the Vocabulary Guide for the book made by Massillon Museum [5]. It is interesting because it gives English translations for many Polish words from everyday life of Nelly in Lviv in the end of 1930-ies. Most of these words are familiar to pupils in Ukraine.

Acquaintance with the author of testimonies Nelly Toll – the victim of the Lviv (Lwow) ghetto should be realized not only in the process of the book reading, but also by watching of films «Life in Shadows: Hidden Children and the Holocaust» and «Imagining a Better World» [1, 8]. Attention to the unusual woman who was 6 years old when she began to overcome a fear and hopelessness of persecutions and antisemitism can be enhanced by various information. For example, with the help of the slideshow we highlight that paintings of Nelly that she has painted during the forced solitude in the hiding place with her mother, transforming fear and tragedy into beautiful images, are valuable works of art. 12 paintings – «fragments of history» were set for an auction in New York. 8 ones are in Yad Vashem fund. Some paintings are exhibited in the United States Holocaust Memorial Museum in Washington and in the Illinois Holocaust Museum & Education Center. Other are presented at the travelling exhibition «Imagining a Better World: The Artwork of Nelly Toll» of Massillon Museum (since 2014). It travels to museums of the USA and Canada [5]. In 2016, 2 paintings were featured in the exhibition «Art from the Holocaust: 100 Works from the Yad Vashem Collection» in Deutsches Historisches Museum. Now Nelly Toll is more than 80 years old and she lives in the State of New Jersey in the USA.

The Story in the format of «The Living Book», which is often used in informal education and popular in the world [2]. The presentation of Nelly's memories are worth to be combined with those fragments of the book, which will allow starting with pupils discussions on various complex themes: fate of Poland and Western Ukraine in 1939, repressive policy of the Soviet government, emigration of Jews from Europe during the World War II and repatriations at the end of 1940-ies, anti-Jewish propaganda, every-day life in ghettos, collaborationism, Righteous Among the Nations, the Resistance movement, the Gestapo, concentration camps etc. Perception of themes is eased by that they are illustrated by the child's

interpretations. Nelly has created not only paintings. Beginning from 1941 she made short notes in a little black notebook, and from 1943 onwards she has started her diary, for which she «created» her own language. The girl aspired to hide on paper even such words as «a ghetto» and «a Jew» in case of the Gestapo's capture, if she does not have time to destroy the notes. Step by step through the text it is possible to come back into the history and feel a piece of the Landau family in 1930-ies, and then first signs of coming catastrophe. When the Red army entered Lviv, Nelly's father – owner of a wholesale store – was recognized as an undesired member of the soviet society, «a bourgeois» and until 1941 he absconded near the Romanian border. Red army officers were settled to the house of the family, from where at least all things began to confiscate.

Capture of city by Hitler's army in 1941 immediately signified future tragedies – the girl was a witness of abuse of the family's acquaintance by Nazis. Then gladness from the father's return was dimmed by her impossibility to get out on the street, play with children of other nationalities. During the first days of occupation, Nelly did not imagine that Jews constitute about a half of the city residents, but had to be in the ghetto: «in a windy day ... packed as close as herrings». In search of escape one Catholic family concealed the girl. Her parents took her away only when she remains almost the only live child in the family. During a raid in the ghetto the Gestapo has found in hidden places with her younger brother Janek and cousin Ninka. They were killed in spite of the fact that the aunt Elsa had special documents. The woman was also executed.

For the second time the girl hid together with her mother. They stood the escape from the ghetto, dangerous way through Lviv outskirts, Hungarian villages and, finally, for 18 months settled in the Wojteks catholic family house, again in Lviv. The hidden place in the house of the Wojteks became that «Secret Window» that fenced Nelly off from tragedies and opened her own imaginary world.

In her book Nelly described several more tragedies of Jewish families of Lviv. For example, for the first days of peace when Nazis left the city in the fall of 1944, she met passer-by – a father with five or six-year Sruлик. The boy lost voice after he, hidden in a pantry, saw a murder of his mother and infant sister during one raid. Then for nearly a year the man and the boy were concealed in the crypt by the sensitive Ukrainian who dug graves in the cemetery. The father considered the only happiness that the child did not cough in those days when they had to lie as «biscuits in a box».

A creative «break» for drawing pictures or colorings on the basis of the book and commemorative postcards for Nelly with an invitation to visit «sites of memory» in Ukraine (in English and Ukrainian languages).

Conclusions and feedback. Discussion of forms, aims of remembrance work. Discussion about texts of diplomas «Righteous Among the Nations» and «Righteous of Babyn Yar». Making a «book» of pictures and postcards of participants of the session and a map of «Sites of Memory» of Nelly's family, which were «honoured» by the participants of the session (Skarbivska Street (now – Yosyf Slipyi Street), Kleparivska, Volynska, Baiky, F. Smolka square (now General Petro Hryhorenko square)). Informal homework – to write a short essay of post in social network with impressions and share information with friends.

References:

1. Video «Hidden Children and the Holocaust at MTSU – Dr. Nelly Toll» / <https://www.youtube.com/watch?v=Iwj1uRjPlIM>
2. Zhy`va biblioteka: ne-kny`zhkovi istoriyi z pershy`x vust / <http://gazeta.ua/blog/2922/ziva-biblioteka-neknizhkovy-istoriyi-z-pershih-vust>
3. Kutsaeva T. O. Muzejnij uroky` tolerantnosti yak prostir neformal`nogo vy`kladannya istoriyi Golokostu // Suchasna pedagogika: teoriya, metody`ka, prakty`ka. Mat. Mizhnar. nauk.-prakt. konf. (Poltava, 20-21.05.2016). – Xerson: Gel`vety`ka, 2016. – 136 s. <http://molodyvcheny.in.ua/files/conf/ped/16may2016/12.pdf>
4. Kutsaeva T. O. Rozpovidi «Tragediya yevrejs`ky`x getto v Ukrayini, svidchennyamy` malen`ky`x zhertv», yak chasty`na prostoru neformal`nogo vy`kladannya istoriyi Golokostu // Osnovnye napravleny`ya razvy`ty`ya pedagogy`cheskoj nauky`. Mat. Mizhnar. nauk.-prakt. konf. (Xarkiv, 21-22.10.2016). – Xerson: Gel`vety`ka, 2016. – 140 s. <http://molodyvcheny.in.ua/files/conf/ped/17oct2016/14.pdf>
5. Massillon Museum / <http://www.massillonmuseum.org/231>
6. Toll N. Behind the Secret Window / <https://www.amazon.com/Behind-Secret-Window-Nellie-Toll/dp/0142302414>
7. Toll N. Behind the secret window. A memoir of a hidden childhood during World war two. – Puffin Books, 2003. – 162 p.
8. This Documentary Film / <http://www.imaginingabetterworld.com/exhibit/>

Лозинський А.Ф.

*кандидат історичних наук, доцент,
Львівський державний університет безпеки життєдіяльності*

ЗВИТЯГА І ЖЕРТОВНІСТЬ УКРАЇНСЬКИХ СОЛДАТ У БОЙОВИХ ДІЯХ РОСІЙСЬКОЇ АРМІЇ В РОКИ ПЕРШОЇ СВІТОВОЇ ВІЙНИ (1914-1916 РОКИ)

Проблеми ролі українських солдат у роки першої світової війни з історичної точки зору, з величезним розмаїттям бойових операцій цієї війни, є такими складними, що намагання звести їх до простої формули їх участі у війні було б надмірним спрощенням. Залишається багато білих плям, розуміння яких можна досягнути лише старанням та чесним дослідженням усіх наявних фактів.

Слід зазначити, що переважна більшість українських солдат і офіцерів обох імперій у роки Першої світової війни виконували свій військовий обов'язок і воювали в арміях тих держав, де вони народились і жили, вважаючи супротивника своїм кровним ворогом. Щодо російської армії то під час війни українці складали більшість її елітних бойових підрозділів. В. Кедровський, заступник голови Українського Генерального Військового Комітету в 1917 р. та безпосередній організатор проведення українізації в російській армії, з цього приводу писав: «Всі ті російські найкращі бойові частини, що називалися Сибірськими, Туркестанськими, Фінляндськими і т. д. стрілковими полками, склалися майже виключно з українців. Так само російська Петербурзька, Московська та Варшавська гвардії, а також різні гренадирські полки і т. д.