

the help of implemented projects in the field of ICT, but people simply do not know about these opportunities.

Conclusion. Belarus is a developing country. The Belarusian society occupies a fairly high position in terms of the level of ICT development both in the region and in the world, profile state programs harmoniously develop the industry, at the first stage building a high-quality information and communication structure, and continuing development in projects such as smart cities. The digital reality of Belarusians is already filled with a large number of opportunities, but these opportunities are still only slightly open, and for full power it is necessary to resolve issues with joint projects of the state and Big Data generating companies, digital security, privacy and informing citizens about their capabilities in the digital field.

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3. ICT Development Index 2017 [Electronic resource]. – Mode of access: <https://www.itu.int/net4/ITU-D/idi/2017/index.html> – Date of access: 1.11.2021.
4. According to the e-government readiness index, Belarus retained its position as a country with a high level of its value [Electronic resource] : Portal of the Ministry of communications and informatization of Belarus – Mode of access: <https://www.mpt.gov.by/ru/news/12-07-2020-6560> – Date of access: 20.10.2021.
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POLISH SCHOOLS IN THE BSSR IN THE INTERWAR PERIOD (1921–1939)

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Keywords: BSSR, polish national minority, schools.

The relevance of the research is determined by the peculiarities of historical development of Belarus as a multinational state as well as by the necessity to build mutual relationships between various ethnic communities, between those communities and the state.

Material and methods. Source base of the research presents materials from the National Archives of the Republic of Belarus and aggregated statistical data.

During the research general scientific and special historical methods were used.

Findings and their discussion. Belarusization policy has served as an impulse for the cultural development of both titular nation and national minorities. The Poles have gained the right to use their native language at the educational institutions and state organizations, which resulted in the system extension of Polish schools.

According to the data provided by the Polish Bureau 79 Polish schools functioned in the BSSR in 1921 (3,931 students and 124 teachers) besides that a child care home No. 12 for school-aged children [5, p. 121; 6, s. 68].

A question on education in Polish language for the children of Catholic Belarusians arose during the formation of Polish-language schools. At the meeting of the District Board of Education held in Minsk on May 27, 1921 it was decided to create Polish schools in the residential areas of Catholic children. However, after the adoption of the decree of the Council of People's Commissars (CPC) of the BSSR "On the Separation of Church from State and School" on January 1922 and beginning of antireligious state policy, Polish schools for the children of Catholic Belarusians were reorganized into Belarusian-language state institutions with Polish language as a separate subject [1, p. 205].

After Central Electoral Commission (CEC) and CPC of the BSSR adopted a decree on introduction of inclusive primary education (1926), the main school type was considered to consist of four years and two complexes and first concentric circle of the seven-year plan. Together with the introduction of the public school system a separate system of national educational institutions was established. At first single-complex schools still prevailed, including one teacher (normal would be having 40 students per 1 teacher). In 1924/1925 educational institutions of this type composed 72%, they prevailed even among the schools of ethnic minorities [9, p. 80].

On January 1, 1925 the number of schools in the BSSR amounted to 4197, among them 103 Polish four-year and 5 seven-year schools. In the schools of the BSSR the Poles estimated 3% of the total students in academic year 1925/1926 [7, s. 3; 8, p. 7; 9, p. 80].

According to the data provided by the National Archives of the Republic of Belarus the number of schools in the BSSR amounted to 5377 in 1926/1927 academic year, among them 98 Polish four-year and 5 seven-year schools [7, s. 104].

It should be noted that considering the positive dynamics regarding increased number of Polish schools, the material security thereof was far from perfect. Doctor of Historical Sciences V. Dönninghaus described the condition of Polish schools in the USSR as: "There are hardly any school books there, Soviet teachers make up a miniscule amount. Predominantly clerical reactionary element with heavy chauvinistic attitude" [Quat. upon: 2, p. 192].

By the end of the 1920s only 60% of schools in the BSSR were provided with a private premise, the others were located in the rented houses. Some prem-

ises were altogether improper for carrying out lessons, it was not enough of school supplies. The example for this was a Polish school in the village of Lunin located at the frontier of the BSSR. I.F. Akimov, Inspector of the CEC of the USSR, having visited 11 Polish schools at the frontier of the BSSR early 1928 reported the following regarding the school in the village of Lunin: “Such a mess and hideousness that I rarely have had to see. Filthy rubbish is scattered everywhere... The books are gnawed to shreds by mice (none is intact out of 150), worn out, the portraits of the leaders are all smudged, with gouged eyes, the school is located in the peasant house (uninhabited), there are massive cracks in the floor. Basically, the school is utterly bad and that is only 60-70 meters from the settlement behind the Polish frontier, wherefrom the squalidity of our school can be seen even without binocular glasses, and other schools... are immeasurably better” [Quat. upon: 4, p. 125].

The number of Polish schools in the BSSR had been gradually increasing and by academic year 1929/1930 it amounted to 166. As for the social standing of the children, in 1929 in the Polish seven-year schools studied the children of: workers – 30%, civil servants – 17%, farmers and poor people – 9%, poor peasants – 12.5%, middle class peasants – 15%, better-off peasants and craftspeople – 6%, others – 3% [10, p. 358].

By the early 1933 the number of Polish schools of the BSSR amounted to 176. The establishment of the III level schools for the young people of 15-17 years began in the same year [3, p. 78].

In the latter half of the 1930s there was a tendency in the BSSR to close Polish educational institutions. 51 Polish schools were closed in the BSSR from early 1935 till August 1937 (in 1935 the number of Polish schools in the BSSR amounted 135, in 1937 – 84). According to the data provided by People's Commissariat for Education of the BSSR, 6620 students studied at the remained Polish schools, among them 45% were the Poles. August 1937 the Bureau of the Central Committee of Communist Party (Bolsheviks) of Belarus proposed to preserve only those Polish schools which had at least 15 students in one class. The other schools should have been closed or reorganized into Belarusian. As a consequence, 65 Polish schools were reorganized into Belarusian, the remaining were closed. The students thereof were transferred into the Belarusian-language schools which accelerated the process of their assimilation. Following the schools, other Polish educational institutions were subjected to reorganization [3, p. 81–82].

Conclusion. In concluding it's worth noting that in the 1920s the pre-school and school affairs in the BSSR gained extensive development, since the beginning of political repressions in the 1930s however the majority of Polish educational institutions had been closed or reorganized.

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THE MARTYRDOM OF ST. BRUNO OF QUERFURT AND THE MEDIEVAL BELARUSIAN LANDS

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The process of Christianization of the Belarusian lands within the Eastern rite have a long tradition of study in domestic and foreign historiography. However, the problem of beginning of the acquaintance of the inhabitants of the Belarusian lands with the Christianity of the Latin rite and the beginning of inter-faith interaction is represented in historiography to a much lesser extent. In this article, we will turn to the figure of the Latin missionary Bruno of Querfurt and trace the connection of his last missionary journey with the Belarusian lands.

Material and methods. The following materials are of particular importance for the researcher of the Bruno's last missionary journey. The note in the chronicle of Thietmar of Merseburg, a relative and fellow student of Bruno in the Magdeburg school [5, p. 188–189]. The record in the Annals of Quedlinburg [4, p. 80]. The note in the chronicle of Adémar de Chabannes [3, p. 86–89]. A hagiographic "Vita of St. Romuald" of Peter Damian [1, p. 90–92]. The "Note of Viebert" (the original, but the most dubious source from the authentic materials of the 11th century) [3, p. 351–352, 355]. The analysis of these sources will be undertaken in this article in order to identify the connection of the last missionary journey of Archbishop Bruno with the Belarusian lands.