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## **HISTORIC GROWTH OF HUMANISTIC CIVILIZED HABITS IN THE UNITED STATES BY THE WAY OF DEVELOPING CULTURE AND EDUCATION**

*Стаття присвячена розгляду історичних передумов розвитку та становлення американської ідеології демократії, що склалася внаслідок громадянського виховання.*

**Ключові слова:** американський гуманізм, концепція суспільної поведінки, вшанування загальнолюдських цінностей.

*Статья анализирует исторические предпосылки развития демократических институтов США, сложившихся в ходе непрерывного реформирования системы образования на фоне полиэтнических культурных традиций.*

**Ключевые слова:** концепция гражданского поведения, природа демократии, американский гуманизм.

*The article is devoted to investigation of historical prerequisites of a unique American voice that was strongly connected to promoting democracy, nationalism, and personal development.*

**Key words:** American humanism, the nature of democracy, democratic culture, equality of opportunity.

Characteristics such as democracy and equality flourished in the American environment long before taking firm root in European societies. As early as the 1780s, Michel Guillaume Jean de Crevecoeur, a French writer, was impressed by the democratic nature of early American society. It was not until the 19th century that these tendencies in America were most fully ex-

pressed. When French political writer Alexis de Tocqueville, an acute social observer, travelled through the United States in the 1830s, he provided an unusually penetrating portrait of the nature of democracy in America and its cultural consequences. He commented that in all areas of culture Americans were inclined to emphasize the ordinary and easily accessible, rather than the unique and complex. Americans partake in an enormous range of cultural activities. Besides being avid readers of a great variety of books and magazines catering to differing tastes and interests, Americans also attend museums, operas, and ballets in large numbers. They enjoy food from a wide range of foreign cuisines, such as Chinese, Thai, Greek, French, Indian, Mexican, Italian, Ethiopian, and Cuban. American culture has also become increasingly international and is imported by countries around the world.

American culture first developed a unique American voice during the 19th century. This voice included a cultural identity that was strongly connected to nature and to a divine mission. Writers Ralph Waldo Emerson and Henry David Thoreau proposed that the American character was deeply individualistic and connected to natural and spiritual sources rather than to the conventions of social life. Many of the 19th century's most notable figures of American literature spoke in a distinctly American voice and described American freedom, diversity, and equality with fervour. New technologies, such as the motion-picture camera and the phonograph, revolutionized the arts by making them available to the masses.

While mass media made entertainment available to more people, it also began to homogenize tastes, styles, and points of view among different groups in the United States. Class and ethnic distinctions in American culture began to fade as mass media transmitted movies and music to people throughout the United States. Some people criticized the growing uniformity of mass culture for lowering the general standard of taste. However, culture became more democratic as modern technology and mass media allowed it to reach more people. During the 20th century, mass entertainment extended the reach of American culture, reversing the direction of influence as Europe and the world became consumers of American popular culture. American television has become such an international fixture that American news broadcasts help define what people in other countries know about current events and politics.

Americans often seek self-fulfilment and status through gaining material items. The media exemplify this success with the most glamorous models of consumption. This dependence on products and on constant consumption defines modern consumer society everywhere. Portrayed as a dizzy cycle of induced desire, consumerism seems to erode older values of personal taste and economy.

The United States has one of the most extensive and diverse educational systems in the world. Educational institutions exist at all learning levels. Education in the United States is notable for the many goals it aspires to accomplish – promoting democracy, assimilation, nationalism, equality of opportunity, and personal development. Because Americans have historically insisted that their schools work toward these sometimes-conflicting goals, education has often been the focus of social conflict. While schools are expected to achieve many social objectives, education in America is neither centrally administered nor supported directly by the federal government, unlike education in other industrialized countries. As a result, although American education is expected to provide equality of opportunity, it is not easily directed toward its goals. This irregular system was replaced in the Northeast and Midwest by publicly financed elementary schools, known as common schools. Common schools provided rudimentary instruction in literacy and

trained students in citizenship. This democratic ideal expanded after the Civil War to all parts of the nation.

Education became increasingly important during the 20th century, as America's sophisticated industrial society demanded a more literate and skilled workforce. Schools were the one American institution that could provide the literate skills and work habits necessary for Americans of all backgrounds to compete in industries. In the first decades of the 20th century, mandatory education laws required children to complete grade school. In the United States, higher education is widely available and obtainable through thousands of private, religious, and state-run institutions, which offer advanced professional, scientific, and other training programs that enable students to become proficient in diverse subjects. When more people began to attend college, there were a number of repercussions. Going to college delayed maturity and independence for many Americans, extending many of the stresses of adolescence into a person's 20s and postponing the rites of adulthood, such as marriage and childbearing.

The American experience in World War II made clear that scientific and technical advances, as well as human resources, were essential to national security. As a result, the federal government began to provide substantial amounts of money for university research programs through the National Science Foundation, the National Institute of Health and the departments of Energy and Defence. At the same time, the government began to focus on providing equal educational opportunities for all Americans. The language in which students are taught is one of the most significant issues for schools. Many Americans have become concerned about how best to educate students who are new to the English language and to American culture. As children of all ages and from dozens of language backgrounds seek an education, most schools have adopted some variety of bilingual instruction. Some people have criticized these bilingual programs for not encouraging students to learn English more quickly, or at all. However, as the United States became more diverse, people debated how to include different groups, such as women and minorities, into higher education. Blacks have historically been excluded from many white institutions. In the early 20th century, when Jews and other Eastern Europeans began to apply to universities, some of the most prestigious colleges imposed quotas limiting their numbers. Americans tried various means to eliminate the most egregious forms of discrimination.

After World War II, however, the federal government began to assume a new obligation to assure equality in educational opportunity, and this issue began to affect college admissions standards. Schools had problems providing equal opportunities for all because quality, costs, and admissions criteria varied greatly. To deal with these problems, the federal government introduced the policy of affirmative action in education in the early 1970s, which required that colleges and universities take race, ethnicity, and gender into account in admissions to provide extra consideration to those who have historically faced discrimination. Affirmative action became a general social commitment during the last quarter of the 20th century.

Education is fundamental to American culture in more ways than providing literacy and job skills: they analyze what America is as a society by interpreting the nation's past and defining objectives for the future. Arts in the United States have become internationally prominent in ways that are unparalleled in history. American arts have grown to incorporate new visions and voices. Much of this new artistic energy came in the wake of America's emergence as a superpower after World War II. Cultural discrimination against blacks, women, and other groups diminished. During the late 19th and early 20th centuries, American art was considered inferior

to European art. American art began to flourish during the Great Depression of the 1930s. Artists expressed the suffering of ordinary people through their representations of struggling farmers and workers. Many painters of the 1930s and 1940s depicted the multicultural life of the American city, tried to use human figures to describe emotional states such as loneliness and despair.

American literature since World War II is much more diverse in its voices than ever before. It has also expanded its view of the past as people rediscovered important sources from non-European traditions, such as Native American folktales and slave narratives. Rediscovering these traditions expanded the range of American literary history. Poetry, like the visual arts, expanded the possibilities of emotional expression and reflected an emphasis on the creative process. The arts of performing were generally imported from or strongly influenced by Europe and were mainly appreciated by the wealthy and well educated. Traditional art usually referred to classical forms in ballet and opera, orchestral or chamber music, and serious drama. The distinctions between traditional music and popular music were firmly drawn in most areas. During the 20th century, the American performing arts began to incorporate wider groups of people. The African American community produced great musicians who became widely known around the country. Between 1900 and 1940, Latin American dances, such as the tango from Argentina and the rumba from Cuba, were introduced into the United States. In the 1940s a fusion of Latin and jazz elements was stimulated first by the Afro-Cuban mambo and later on by the Brazilian bossa nova.

Throughout the 20th century, dynamic classical institutions in the United States attracted international talent. Noted Russian-born choreographer George Balanchine founded the company that in the 1940s would become the New York City Ballet. In classical music, influential Russian composer Igor Stravinsky, who composed symphonies using innovative musical styles, moved to the United States in 1939. German-born pianist, composer, and conductor André Previn went on to conduct a number of distinguished American symphony orchestras. Perhaps the greatest, and certainly the most popular, American innovation was the Broadway musical, which also became a movie staple. Bernstein embodied a transformation of American music that began in the 1960s.

Thus, we can say that American humanism is rich, complex, and unique. It emerged from the short and rapid European conquest of an enormous landmass sparsely settled by diverse indigenous peoples. Although European cultural patterns predominated, especially in language, the arts, and political institutions, peoples from Africa, Asia, and North America also contributed to American humanistic attitude. As a result, American humanism possesses an unusual mixture of patterns and forms, forged from among its diverse peoples that identify Americans everywhere. The country is strongly committed to democracy, in which views of the majority prevail, and strives for equality in law and institutions.

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### **МОВА РЕЧЕЙ: ОНТОЛОГІЧНІ, ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ТА ФЕНОМЕНОЛОГІЧНІ ВИМІРИ ДІЙНОСТІ (гармонія, логіка, граматики ареалів розселення)**

*На базі онтико-аксіоматичних уявлень креативно-рекурсивної концепції розселення розглянута конструктивно-репрезентативна роль мови речей як інстанції смислосначень здійснення і фактора гармонізації існування феноменів дійсності. Розкривається зміст понять гармонія, логіка і граматики ареалів розселення для характеристики онтологічного, теоретико-методологічного і феноменологічного аспектів прийняття ефективних містобудівних планувальних рішень.*

**Ключові слова:** мова речей, мова-артикулятор, модальність, механізм експлікації, риторика, гармонія, феномени дійсності розселення, системні містобудівні категорії.

*На базе онтико-аксиоматических представлений креативно-рекурсивной концепции расселения рассмотрена конструктивно-репрезентативная роль языка вещей как инстанции смылосначений осуществления и фактора гармонизации существования феноменов действительности. Раскрывается содержание понятий гармония, логика и грамматика ареалов расселения для характеристики онтологического, теоретико-методологического и феноменологического аспектов принятия эффективных градостроительных планировочных решений.*

**Ключевые слова:** язык вещей, язык-артикулятор, модальность, механизм экспликации, риторика, гармония, феномены действительности, расселение, системные градостроительные категории.

*On the basis of ontical and axiomatic notions in the creative and recursive settling conception the constructive and representative role of the language of things as an instance of accomplishment of meanings and significances, and a harmonizational factor of reality phenomena existence also was examined. The content of the concepts such as harmony, logic and grammar of settling areas for characterizing ontological, theoretical and methodological, phenomenological aspects of reaching effective town planning decisions is discovered.*

**Key words:** language of things, language-articulator, modality, mechanism of explication, rhetoric, harmony, phenomenon of reality, settling, system town planning category.

Мова речей – ключовий смислосучий фактор й репрезент значень феноменів дійсності (життєдіяльності цивілізації), онтопланувальний спосіб їх екзистенційної інтер-