В. Б. Помелов

Жизненный путь и деятельность российско-бразильского педагога и психолога Е.В. Антиповой

Введение. Актуальность статьи заключается в раскрытии позитивного влияния российской научной школы в лице Е.В. Антиповой на развитие психологии и педагогики, а также на организацию психологической службы в Бразилии.

Цель статьи состоит в создании полной характеристики деятельности видного психолога-практика и организатора психологической службы Елены Владимировны Антиповой.

Материалы и методы. В опоре на аксиологический методологический подход и биографический исследовательский метод, а также посредством включения в текст статьи ряда научных, в том числе зарубежных, источников представлены малоизвестные факты биографии Е.В. Антиповой, раскрыты ее научные связи с видными зарубежными и российскими учеными, показан ее вклад в развитие психологической службы в России и Бразилии. Характеристика жизни и деятельности Е.В. Антиповой в России дана в непосредственной связи с общественно-политической ситуацией в те годы в стране.

Результаты. Дано подробное описание основных этапов жизни Е.В. Антиповой: детство в дооктябрьской России, школьные годы в гимназии Л.С. Таганцевой, учеба и работа в Англии, Франции и Швейцарии под руководством видных зарубежных ученых, таких как Э. Клапаред. Раскрываются связи Е.В. Антиповой с ведущими российскими психологами и педагогами Г.И. Челпановым, К.Н. Корниловым, П.О. Эфрусси, З.А. Лупповой, В.А. Трейтером, с которыми она общалась и сотрудничала в Петрограде и Вятке.

Показан вклад Е.В. Антиповой в развитие психологической службы в Бразилии в 1928-1974 гг. В этот период она фактически выступала в качестве своеобразного «посла доброй воли» из России, устанавливая посредством своей подвижнической работы мост дружбы между нашими странами. Она оставил значительное научно-методическое наследство в пяти томах сочинений.

Ключевые слова: Антипова, Клапаред, Трейтер, Луппова, Вятка, Бразилия, Белу-Оризонти

V. B. POMELOV

The life path and activity of the Russian-Brazilian teacher and psychologist E.V. Antipova

Introduction. The relevance of the article is to reveal the positive influence of the Russian scientific school represented by E.V. Antipova on the development of psychology and pedagogy, as well as on the organization of psychological services in Brazil.

The purpose of the article is to create a complete description of the activities of a prominent psychologist-practitioner and organizer of the psychological service Elena Vladimirovna Antipova.

Materials and methods. Relying on the axiological methodological approach and biographical research method, as well as by including in the text of the article a number of scientific, including foreign, sources, little-known facts of the biography of E.V. Antipova are presented, her scientific connections with prominent foreign and Russian scientists are revealed, her contribution to the development of psychological services in Russia and Brazil is shown. The characteristic of the life and activity of E.V. Antipova in Russia is given in direct connection with the socio-political situation in those years in the country.

Results. The article gives a detailed description of the main stages of E.V. Antipova's life: childhood in pre-October Russia, school years at the gymnasium of L.S. Tagantseva, study and work in England, France and Switzerland under the guidance of prominent foreign scientists such as E. Klapared. The author reveals the connections of E.V. Antipova with leading Russian psychologists and paedologists G.I. Chelpanov, K.N. Kornilov, P.O. Efrussi, Z.A. Luppova, V.A. Treiter, with whom she communicated and collaborated in Petrograd and Vyatka.

The contribution of E.V. Antipova to the development of psychological service in Brazil in 1928-1974 is shown. During this period, she actually acted as a kind of "goodwill ambassador" from Russia, establishing "a bridge of friendship" between our countries through her selfless work. She left a significant scientific and methodological legacy in five volumes of her writings.

Keywords: Antipova, Klapared, Treiter, Luppova, Vyatka, Brazil, Belo Horizonte

For Reference:
The urgency of the problem

Elena Vladimirovna Antipova holds a special place among Russian scientists and cultural figures who emigrated from Soviet Russia in the twentieth century for one reason or another and made a significant contribution to the economic, scientific and cultural development of foreign countries.

Among the numerous cohort of emigrants-intellectuals, – writers, artists, musicians, as well as physicists, chemists, engineers, mathematicians and representatives of other sciences, – she was almost the only psychologist and teacher. Her theoretical research and practical activities have left a bright mark in the history of science, primarily in Brazil.

In the process of implementing the idea of writing the proposed article, the author, due to the specifics of the material under study, focused his attention on two aspects: a woman scientist–psychologist and her work abroad, in Brazil. It should be noted that this topic is not widely spread in the scientific press.

As for the first aspect, the attention of researchers of the history of education is usually focused on the study of a very limited circle of women scientists in the field of pedagogy and psychology. First of all, these are such significant personalities as M. Montessori [1], H. Parkhurst [2], P. Kergomar [3], E. Kay [4; 5] and some others. The European scientific press rarely raises issues of the development of pedagogy, psychology and the education system in Brazil. As an exception, we can mention the magazine "The History of Education & Children's Literature" (this journal is published at the University of Maserata, Italy), which has placed on its pages a selection of articles entitled "Brazilian experiences", and it revealed such topical issues as the introduction of new teaching methods and pedagogical innovation in general [6], features of the introduction of quality education in certain regions of the country [7].

Recent publications have shown the role of the Brazilian magazines "New School" ("Escola Nova") and "Actual Pedagogy" ("Atualidades Pedagogicas") in the development of education [8] and "cultural offensive" in this Latin American country [9]. It also highlights the issue of publishing textbooks in Brazil for schools where children of Italian immigrants study [10] and about civil and patriotic education in Brazilian schools, using the example of the gymnasium of the state of Minas Gerais, the very state in which the heroine of our article Antipova worked [11].

The scientific and practical achievements of E.V. Antipova are reflected in a number of publications, but many of them have been published abroad, including in Latin America [12], and therefore aren’t accessible to the Russian reader. In this regard, the author of the proposed article attempts to present the main facts of her biography and to create as complete a description as possible of her activities. This is the purpose of the article.

Materials and methods

In order to meet scientific requirements, the author used an axiological methodological approach that allowed to highlight the value content in the object under study, – in this case, it was the analysis of the activities of E.V. Antipova.

The author solved the following research tasks: introduction of previously little-known facts of the scientist's biography into scientific circulation, revealed her creative connections
with prominent scientists of her time, highlighted and characterized the main stages of life and scientific and practical activity of E.V. Antipova. The author used the materials of a number of leading scientific and pedagogical periodicals of domestic and foreign origin, including «The History of Education & Children’s Literature», «Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education», «History of Psychology», «Pedagogy», «Latin America», etc, and the works of Russian and foreign researchers of historical and pedagogical science; among them B.F. Martynov, N.Y. Masolikova, M.Y. Sorokina, A.M. Rodin, R.H.F. Campos, D. Antipoff, etc.

**Results**

**Childhood and green years**

Elena Vladimirovna Antipova, a prominent international scientist, specialist in the field of pedagogical, social and correctional psychology, was born in the city of Grodno, Minsk province, Russian Empire, on March 23 (April 4), 1892. In this city in the 1890s, the 101st Perm Infantry Regiment of the Vilna Military District was stationed, in which her father Vladimir Vasilyevich Antipov (1862-1927) served as an officer [14, p. 363].

V.V. Antipov was a native of the Livonia province, originally from a merchant family. He graduated from the 2nd Military School named after the grand prince Konstantin (1882) and the Academy of the General Staff named after the Emperor of Nikolay I (1898), both in St. Petersburg. In the latter, by the way, among his classmates was Anton Ivanovich Denikin (1872-1947), later on one of the leaders of the Russian "white" army.

In 1907, Colonel V.V. Antipov was appointed the head of the Vladimir Infantry Cadet School in St. Petersburg, and in this position he met the beginning of the First World War. He commanded the 36th Infantry Division, the 19th Army Corps. In 1916, Antipov was chief of staff of the 1st and then of the 2nd Guards Corps, in other words, he commanded elite Russian military units. On April 29, 1917, V.V. Antipov was promoted to Lieutenant-General. It was the pinnacle of his military career.

E.V. Antipova’s mother Sofya Konstantinovna, nee Stoyanova, was born in the family of a captain of the Russian army who died in the Polish campaign of 1863, a Bulgarian by origin. An erudite woman who spoke several European languages, she was familiar with military affairs, and even helped her husband in preparing written works during his years of study at the Academy. She became the mother of three daughters: Elena, Zinaida (married Kreinin, 1895-?) and Tatiana (1904-?).

In 1907, the family moved to St. Petersburg, where E. Antipova entered the famous private gymnasium of L.S. Tagantseva [15, p. 146].

Lyubov Stepanovna Tagantseva dreamed of her own school from her youth. An incredible case helped her: she won a large sum of money in the lottery, and spent all of it on organizing a gymnasium. According to the memoirs of the students, strict discipline reigned in her school. The teaching was done by first-class teachers, who were carefully selected by the headmistress herself. Girls from very poor families were also admitted to the gymnasium after an interview.

The founder of the educational institution found patrons for such gifted children, who paid for their education. These moments will later be reproduced in the fate of E.V. Antipova herself.

The most famous of Elena Antipova’s high school friends was Lisa Pilenko (1891-1945), known to the whole world as the poet Elizaveta Yurievna Kuzmina-Karavaeva, and also as
Elizaveta Skobtsova. In emigration to France, she took monastic vows, and she began to call herself *Mother Mary*. A nun in the world and the owner of a shelter for the destitute, during the Second World War she was arrested as a member of the French Resistance, and for saving Jewish children she was executed in the gas chamber of the Ravensbrück fascist concentration camp, and later canonized.

Her name, *Mother Mary*, has become a household name as a symbol of compassion and selfless love for people. It was about her in the USSR in 1982, directed by Sergei Nikolaevich Kolosov (1921-2012), a feature film was shot, which was called "Mother Mary". The main role in it was played by the director's wife, the popular actress Lyudmila Ivanovna Kasatkina (1925-2012).

...In August 1908, the Antipov family was vacationing in Yalta. Her cousin Yakov, who had been to distant Brazil with his father more than once before, told the enthusiastic Elena about this Latin American country. His stories inspired the romantic nature of the girl so much that she even told her parents about her intention to continue the work of Peter the Great by cutting a window from Russia, but not to Europe, but to South America.

Theaters and concerts, museums and libraries, music and language classes with her mother, public lectures by venerable professors filled the girl’s free time from high school classes. One can say, a cloudless childhood. But it ended abruptly. The marriage of the parents, as they say, has cracked. Sofia Konstantinovna left her husband and, together with Elena, who graduated from the gymnasium ahead of schedule, moved to Paris in May 1909.

It’s possible that the move to Paris was also caused by the mother’s desire to protect her daughter from revolutionary influence.

Together with her friends, Elena became a member of the gymnasium circle for the study of banned Marxist literature. Without stopping there, the girls decided to bring practical benefits, as they believed, for the success of the revolution, and went “to the people”: they began to teach arithmetic, geography and foreign languages to the workers of the Putilov plant. There are documents in the archives that said that Elena Antipova’s apartment was under police monitoring [16].

**The choice of a life path**

S.K. Antipova stayed in Paris forever, but her daughter from an early age showed a craving for independence and, as they say, a desire to change places. In the autumn of 1910 Elena went to London, where for six months she served as a home teacher of French in an English family. Then she returned to Paris, where from October 1911, as a free listener, she attended classes at the Sorbonne, at the Collège de France.

Here she met the largest European psychologists and philosophers of that time, – the future Nobel laureate Henri Bergson (1859-1941); psychologist and psychopathologist Pierre Janet (1859-1947), who put forward the concept of psychology as a science of behavior; Theodore Simon (1873-1961) and Alfred Binet (1857-1911), the "fathers" of the world-famous intelligence measurement scale ("Binet-Simon scale").

At that time, they were just conducting research in the field of measuring the mental abilities of a child and were looking for a method of adapting learning to children with different levels of development. In Parisian schools, they began to apply the first intellectual tests for children.

But the main Paris meeting, which became truly fateful for Elena Antipova, was an acquaintance with the world-famous Professor Eduard Clapared (1873-1940), a leading specialist in applied and pedagogical psychology, the founder of the Jean-Jacques Rousseau Institute in Geneva. In his person, she found a teacher, colleague and friend. E.V. Antipova
became not only his student, but also an adept of the functional approach put forward by E. Clapared in the experimental study of child development.

In September 1912 Elena moved to Geneva, and was studying at the School of Pedagogical Sciences headed by Clapared. She became one of the most successful and beloved students of the scientist and took part in an experiment on the psychological study of children in local schools. This work and at the same time study continued until 1916.

In 1916, according to other sources, in the spring of 1917, she learned that the seriously wounded General Antipov was in a hospital somewhere near Minsk. She said goodbye to a prosperous Switzerland, and left to Russia. It took her almost a year to find her father, and yet she managed to find him. One nurse hid him at home at the risk of her life. Elena took care of her father for a month and a half and was able to put him on his feet. But only after, with the help of friends, they managed to smuggle him to the Crimea, to relatives who lived in Yevpatoria, she was able to breathe easy.

In the following years, Lieutenant General of the Russian Imperial army V.V. Antipov had to "retrain" as a master home-worker, namely a shoemaker, and at the same time he tried to lead an extremely inconspicuous life, so as not to attract the attention of the "authorities". He was lucky enough to die at home, and by his own death.

Elena Vladimirovna was prevented from returning to scientific work in Switzerland by the Second World War, the Bolshevik revolution and the subsequent isolation of Russia, as well as ... marriage. Her husband was the journalist and writer Viktor Yakovlevich Glickman (1882-1936). Son Daniel was born in Petrograd (1919-2005).

In 1918, E.V. Antipova got a job in Petrograd as a psychologist-examiner in the so-called "Central quarantine and distribution center for children", which was part of the system of the People's Commissariat of Education of the RSFSR. It supervised orphans, street children and low-income children, who became more and more numerous after the Bolshevik revolution and during the Civil war.

Among the teachers of this institution was, for example, Alexander Alexandrovich Bryantsev (1883-1961), who later created the Leningrad theater for young spectators, and at first this theater existed precisely within the walls of the aforementioned "center".

Bryantsev is considered one of the founders of the national theater pedagogy, along with Natalia Ilyinichna Sats (1903-1993) [17, p. 382]. Among the young wards of Antipova was the future long-term director of the Hermitage, academician Boris Borisovich Piotrovsky (1908-1990).

Elena presented the results of her research, the scheme and methodology of the work of the "center" in a report at a conference of workers of orphanages held in Petrograd in 1923. She maintained close scientific contacts with one of the leaders of the Russian experimental pedagogical psychology and the paedological movement, Alexander Petrovich Nechaev (1870-1948).

**Work in Vyatka**

In 1919-1921, E.V. Antipova worked in the Vyatka children's collector, and she was engaged in the examination of the physical and intellectual development of children. The reason why Antipova moved to Vyatka isn't known for certain, but it’s easy to assume that, in all likelihood, the move was the result of a terrible famine that drove from large cities to the province large masses of people.

There were also many intellectuals among them, who found it especially difficult to survive due, as a rule, to the absence of village relatives. Besides, it was necessary to work
somewhere. Suffice it to say that in 1917-1918, only four institutes worked in all of Russia, including the Vyatka institute of public education, which, by the way, didn’t even have the status of a higher educational institution at that time [18, p. 49].

So, in Vyatka in the early 1920s, among the teachers of the institute of public education (pedagogical institute) there were famous scientists, among them professors: philologist N.M. Karinsky [19, p. 154], historian A.A. Fortunatov, physicist P.K. Meyer, etc., who had come to the provincial institute from Moscow and Petrograd [20, p. 702].

In Vyatka, E.V. Antipova found a job in the paedological office of the aforementioned collector. The office was headed by doctor Vasily Alekseevich Treiter (1875-1929). In 1917, he served as a provincial commissar of the Provisional Government in Vyatka province, i.e. for some time he was actually the head of this huge region, which occupied the first place in Russia in terms of population in 1913.

By the way, the author of this article has repeatedly raised the question in scientific publications and the local history press that V.A. Treiter was a possible illegitimate descendant of the outstanding German educator, public figure and poet J.V. von Goethe [21, p. 292]. Nevertheless, despite all our research efforts, we haven’t been able to unequivocally prove this "seductive" version.

However, at the same time, we don’t consider it necessary to completely abandon it; there are facts that point in its favor [22, p. 92]. The memoirs of professors N.P. Borisov [23, p. 118] and E.I. Monoszon [24, p. 104], who in the 1920s were students of Treiter as a teacher of paedology at the Vyatka pedagogical institute, were included by the author of this article in the book "Teachers and psychologists of the Vyatka region", published in Kirov in 1993 [25].

They knew V.A. Treiter intimately, and characterized him as a generous, noble man, a wonderful, humane doctor and a knowledgeable teacher (In 1922-1929 Treiter worked at the Vyatka pedagogical institute as a teacher) [26, p. 173].

Until 1935, Antipova corresponded with an employee of the paedological office Z.A. Luppova. Until the end of her days, Elena remembered V.A. Treiter with a kind word, kept an imprint of his publication "Experience of paedological work" (Kharkov, 1925).

Return to Petrograd and departure from Soviet Russia

In 1921, the Petrograd authorities offered E.V. Antipova to head the so-called "Reformatory"; in general, as is known, in the early Soviet years there was a fascination with unusual names. That was the name of the school where 153 juvenile delinquents were gathered. Elena Vladimirovna left Vyatka and immediately returned to Petrograd.

She devoted the next two years to work in this innovative educational institution. But this time was filled not only with work, but also with a relentless struggle to save her husband and son: her son from hunger and disease, and her husband, a "counter-revolutionary", from persecution by the chekists.

In Petrograd, E.V. Antipova collaborated with the psychological laboratory of the Pedagogical Museum, which was headed by a well-known scientist, a great enthusiast of pedagogical psychology Polina Osipovna Efrussi (1876-1942).

In 1921, Antipova conducted an independent large-scale survey of a group of preschool children in Petrograd for "establishing their mental level" using the Binet-Simon method. In 1923, she took part in the work of the 1st Psycho-neurological Congress, which went down in the history of Russian psychology as a platform for an acute public discussion between Professor Georgy Ivanovich Chelpanov (1862-1936) and his students Konstantin Nikolaevich Kornilov (1879-1957) and Pavel Petrovich Blonsky (1884-1941).
A year later, she participated in the 2nd Psychoneurological Congress, at which Lev Semenovich Vygotsky (1896-1934) made his first public report. Nevertheless, E.V. Antipova acutely felt her clearly insufficient professional demand: both as a scientist and as a practicing psychologist. In addition, she, a student of E. Clapared, couldn’t help but see that the psychology she adored in Soviet Russia, in theory and in practice, was losing more and more the most important qualities of any science – impartiality and objectivity – every year and was falling under the influence of the Bolshevik dictate.

Willy-nilly, she had to turn her gaze towards the West. If E. V. Antipova had stayed in Russia, then, at least, she would have lost the opportunity to work, and at most, she would have shared the fate of fellow paedologists professionally destroyed and morally trampled by the famous resolution of the Central Committee of the All-Union Communist Party of Bolsheviks of July 4, 1936 "On paedological perversions in the system of People's Commissars".

It was such tasks as "examination in the form of meaningless and harmful questionnaires", "research of mental development and giftedness of schoolchildren", etc., which formed the basis of the "verdict" of paedology in the Soviet Union, Elena Vladimirovna actively carried out later away from her homeland.

E.V. Antipova corresponded with her husband, who was sent back in 1922 from Russia on the so-called "philosophical steamer" [27]. In 1924, having overcome considerable difficulties, she managed to leave with her son to Germany, to her husband. Before leaving Russia forever, Elena visited her father in Simferopol, formerly a general of the tsarist army and a professor at the Academy of the General Staff, who became an excellent shoemaker in Soviet Russia; finally, he made chrome boots for his grandson. Nobody still guessed about V.V. Antipov’s past, and this allowed him to live in peace.

Shortly before leaving the country, Elena published her first two scientific works in Leningrad: "The plan and technique of psychological examination of adolescents" and "The mental level of preschool children".

The couple reunited in emigration; it would seem that all the main difficulties of life were already over, but their further family life didn’t work out. In addition, Elena couldn’t get used to the cold Berlin, as she wrote.

A few words about the writer and journalist Viktor Yakovlevich Glikman (1882-1936), better known under the pseudonym V. Iretsky. In 1928, in Berlin, he published a fantastic novel "The Heirs", which was republished in the USSR in the same year as a "translation", and it had the title "The Ancestor’s Testament". Its author was listed as Irikson.

In the novel, Greenland was "heated" by the Gulf Stream, blocked by a dam of fast-growing corals. Glickman became the prototype of the main character of the novel by the modern Russian writer D.L. Bykov "Spelling".

V.Ya. Glickman died in exile in Berlin. On January 3, 1926, E.V. Antipova returned to Geneva, where she continued her joint scientific work with Eduard Klapared. Her results were published in a series of articles in psychological journals in Switzerland.

* The definition of "philosophical steamer" was introduced by the modern Russian scientist S.S. Khoruzhy. This is the collective name of passenger ships that delivered in 1922 from Petrograd to Stettin (Germany) representatives of the oppositional intelligentsia expelled from the RSFSR on pain of death: writers, artists, musicians, university professors, scientists, philosophers, etc. Among them, philosophers N.O. Lossky and N.A. Berdyaev, historian A.A. Kizevetter, teacher M.N. Stoyunina, economist S.N. Prokopovich, lawyer P.I. Novgorodtsev and others, in total more than a hundred people.
Activities in Brazil

In 1928, a representative of the government of the Brazilian state of Minas Gerais, Dr. Alberto Alvares, appeared at the institute. He suggested that a Russian scientist, who by that time had already gained fame in international scientific circles, would head a school for future teachers, which was opening in the state capital, the young city of Belo Horizonte [28, p. 81].

In 1929, E.V. Antipova left for this distant Latin American country, where she spent the rest of her life organizing psychological education, arranging schools and orphanages for children in need of social and psychological correction. In addition, she carried out a "state order", which consisted in identifying intellectually gifted children.

At the end of the two-year contract, she remained in the Brazilian state of Minas Gerais and, together with the priest Alvaro Negramonte, founded the "House of the Young Worker" and a scout organization.

The natural and socio-cultural conditions in which E.V. Antipova had to work were extremely difficult for a Russian person. However, despite all the difficulties, she worked successfully.

According to her biographers, she formed the Brazilian national model of psychological and pedagogical support for children with special needs. Thanks to the efforts of Antipova and her colleagues, thousands of Brazilian teachers and doctors have mastered modern professional knowledge in the field of correctional pedagogy and psychology, and a purely biomedical model of treating people with "mental retardation" has been replaced by a humanistic paradigm of educational development and support for people with special needs [29, p. 235].

The heiress of J.G. Pestalozzi’s humanistic ideas about developing education and support for socially unprotected segments of the population, primarily children, Elena Vladimirovna was engaged not only in intensive research work, but she managed to achieve the creation in 1940 in the town of Ibirite, not far from the administrative center of the state of Minas Gerais, Belo Horizonte, the first integrative educational complex in Latin America called "Fazenda do Rosario" ("House of Roses").

This complex was created to teach children with a wide range of developmental features, in which psychological and pedagogical rehabilitation and correction of children with developmental disabilities were still being carried out.

In 1932, E.V. Antipova became one of the organizers of the "Pestalozzi Society", which provided assistance to children in need of social and psychological correction. E.V. Antipova made a significant contribution to the socio-cultural transformations of the psychological, pedagogical and educational space of Brazil.

The tasks of selecting children in the Brazilian education system on the initiative of E.V. Antipova were replaced by humanistically oriented tasks of their compensatory development.

She managed to develop and implement a system of psychological and pedagogical support for gifted children and children with special needs.

"Dona Elena, dry, ascetic, like a spikelet. A weak woman and a strong Slavic woman, the destroyer of all stereotypes, is a short–sighted intellectual with amazing foresight, this (always with a headache!) a Brazilian... from St. Petersburg and a designer of children's souls, a female apostle sent down to us from the Russian Celestial Empire. She herself was the best example of the "creativity" that she taught and preached with her very life." Such a characteristic was given to E.V. Antipova by the famous Brazilian writer and journalist Otto Lara Rezende (1922-1992), who knew her closely [30, p. 38].

E.V. Antipova became the founder of a number of educational institutions of various levels, – from psychology departments at the universities of the states of Minas Gerais and Rio da Janeiro to a network of rural educational institutions for children with special needs.
By her personal example and highly professional work, she convinced the authorities, society, the church and charitable organizations of the possibility and necessity of creating favorable educational conditions for the growth and development of all members of society, including the weak and those with health abnormalities [31, p. 83].

E.V. Antipova came to implement a specific professional project, but later she significantly expanded its content, and most importantly. She filled everything she did with her inner energy serving society and social ideals, and became a true Teacher for many generations of Brazilians.

The fate of many Soviet scientists who worked in a similar way and realized their scientific and civic potential in psychological and pedagogical theory and practice in the USSR in the 1930s, was notorious, the modern researcher A.M. Rodin rightly noted [32, p. 95].

E.V. Antipova died on August 9, 1974 in Ibirite, and she was buried there. Son Daniil became a professor of psychology. He continued his mother's work, worked all his life in Brazil, left memories of her, published in 1975 in Rio de Janeiro under the title "Her life, her work" ("Sua Vida, Sua Obra") [13].

Discussion of the results

Researcher of the heritage of E.V. Antipova N.Yu. Masolikova noted that Elena Vladimirovna gained great authority in Brazil, and became, in fact, the founder of psychological science in Latin America [33, p. 237].

We fully agree with this statement, but at the same time, we believe that her contribution to the development of psychological science in Brazil had a specific, extremely peculiar character. In this Latin American country, a Russian researcher faced a virtually complete lack of understanding of psychology as a science in the local scientific and even teaching community, not to mention the ordinary population.

That’s why the author of the article cannot claim that she has made a concrete significant contribution to the development of the world psychological or pedagogical science as such.

Not at all! Her most important merit was that she was not only actually the first major psychologist in this Latin American country, but she introduced local teachers to this essentially new science for them – psychology.

This familiarization was facilitated not only by her numerous speeches and lectures, consultations and sessions of psychological assistance, but also by her books, the first ones in this field of science published in Brazil. Psychology as a science actually began in Brazil with E.V. Antipova.

This opinion is confirmed by the analysis of her activities, and is consistent with the opinion expressed by other Russian (N.Yu. Masolikova, M.Yu. Sorokina,) and foreign (D. Antipoff, R.H.F. Campos) researchers.

It should be noted as well that having worked in Brazil for almost half a century, E.V. Antipova was largely disconnected from the active scientific life of Europe and North America. This could not but hinder the development of her own scientific ideas.

Nevertheless, she sought to cooperate with her European colleagues whenever possible. Five issues of her scientific works and materials of public initiatives were published in Portuguese; in fact, this is her collected works. A significant part of the material included in these volumes is occupied by the methodological developments of E.V. Antipova, aimed at using them in working with disadvantaged and sick children.
The beginning of this important work was laid back in Switzerland and especially in Vyatka, in the process of communication and collaboration with prominent representatives of science, such as E. Klapared and V.A. Treiter.

Her second main achievement as a researcher and organizer was the opening of a number of psychological and pedagogical centers, which served as the basis for providing psychological and pedagogical assistance to the Brazilian population, primarily to low-income strata.

E.V. Antipova established an educational foundation (Foundation Helena Antipoff, FNA) and the Center for Psychological Research and Documentation at the Federal University of Minas Gerais. After her death they were named in her honor, and they still operate today.

That's why her merits were highly appreciated in Brazil. She was awarded the title of honorary citizen of the state of Minas Gerais, the title "Mother of the Year", she awarded the Brazilian Order of the Southern Cross and the medal "For Services to Education", which was presented personally by the President of Brazil.

Conclusions

As a result of the conducted research, the author managed to consistently present the life path and scientific activity of E.V. Antipova. In the article, she is quite fully and comprehensively characterized as a person; first as a typical representative of the pre-revolutionary wealthy Russian intelligentsia, then as a persistent young researcher, as a specialist in psychological service in the service of the Russian province, and finally as an organizer of psychological service in Brazil.

The significance of the results obtained in the course of our research is to substantiate the positive influence of the Russian psychological school on the development of science in the largest Latin American country. Russia, represented by E.V. Antipova, has had a kind of "good will ambassador" in Brazil for half a century, contributing, by virtue of its capabilities, the establishment of good relations between our countries.

The scientific activity and selfless practical work of E.V. Antipova received a worthy assessment not only in Brazil itself [34], but far beyond its borders as well, including the most authoritative research centers of the world [35] and scientific publications [36].

An essay on E.V. Antipova is included in the "Brazilian Biographical Psychological Dictionary [37]. Various aspects of E.V. Antipova's activity have been revealed in a number of publications in recent years [38]. She is not forgotten in her historical homeland, in Russia [39].

Russian Abroad House named after A.I. Solzhenitsyn hosted an international scientific colloquium "The Legacy of Russian psychologist Elena Antipova in the field of science, education and human rights in Latin America, Europe and Russia" in June 2012 in Moscow.

The scientific and humanitarian heritage of E.V. Antipova, a "Brazilian scientist of Russian origin" [40], was discussed at it. Her legacy was discussed at an authoritative local history conference in the city of Kirov, the former Vyatka, where E.V. Antipova worked a hundred years ago [33]. She is still remembered here!

The theoretical and practical legacy of E.V. Antipova is multifaceted and deserves further study. In one particular article it is not possible to cover all the scientific work of E.V. Antipova. Therefore it seems especially necessary to give a detailed presentation of the scientific ideas and views of E.V. Antipova, set out in her works. In this we see the prospects for further research.
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