

## HISTORICAL SCIENCES

### DEVELOPMENT OF THE SCHOOL EDUCATION SYSTEM OF ODESSA DISTRICT OF KHERSON PROVINCE IN THE 1860-70'S

**Victor Drobnyj<sup>1</sup>**

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Since the establishment of the Odessa County Zemstvo, the development of primary education in the settlements begins to be focused on its management. This is facilitated by the adoption of the «Regulations on Primary Public Schools» in 1864, which began the process of creating a new type of school – public schools for children of different social stratas, nationalities and religions [1, p. 613–618].

The educational institutions in the Orthodox parishes of the county become a basis for the formation of school education in the county. Formed in the early 60's of the XIX century in order to improve the literacy of the rural population, parish schools became the basis that encouraged rural communities to join the development of the educational network.

According to the information we analyzed, in 1862 in Odessa district there were 21 parish schools at Orthodox churches. These educational institutions are the first to acquaint the residents of the county with the usefulness of school education. The positivity of this impact is evidenced by the fact that ten schools were located in premises provided by rural communities, two more schools were located in buildings provided by the savings of the village of Anatoliyivka and the town of Yegorivka [2, p. 15–16].

After the enactment of the provision on primary schools, the zemstvo begins the process of transferring and subordinating existing and creating new public schools.

Educational institutions in the villages of the state peasants of Kalagleya, Bilyaivka, Yasky, Troitske, Hradenytsi, and Kurtovka, and in the villages of the former landlord peasants of Sychavtsi, Koblevo, and the town of Severynivka were among the first to become known to the Odessa district zemstvo. As noted in the report we analyzed, due to the difficult economic situation in the town in the mid-1860's the public school operating in the town actually ceases its activities in the period under study [3, p. 31].

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<sup>1</sup> V.O. Sukhomlynskyi Mykolaiv National University, Ukraine

In the early 1870's Zemstvo administration directed 1000 rubles to the development of education in the county, in order to support existing and organize at least three new schools [3, p. 27]. Peasants are beginning to join the process of organizing public schools. In response to the zemstvo's request, the residents of Baranivka and Tuzla sent requests for help in organizing schools.

The village assembly of the village of Baranivka decided to send 75 rubles a year from the social capital to pay for the teacher's work and to equip the school premises for teachers and students, in addition to repairing and heating it at their own expense. They received additional 250 rubles from the zemstvo on condition that, together with 75 rubles from the settlers, the teacher's salary is 300 rubles, and the remaining 25 rubles are sent to purchase teaching and learning materials [3, p. 30–31].

The founder of the Baranivka church-parish school, priest Belyaev, took an active part in the formation of the new educational institution. On behalf of the Odessa Zemsky Assembly, the priest and trustee of the newly established Baranivka School, Simeon Belyaev, was thanked for the success in spreading public education in the county [4, p. 7].

The settlers of the village of Tuzla were offered only a teacher's salary of 150 rubles, and they stated that the community would not be able to cover other expenses. Separately, a request was sent to the Zemstvo administration for a one-time payment of 200 rubles for the construction of a new school building. According to the reports, the request for a one-time payment was granted and supplemented by the allocation of 175 rubles per year in order to make the capital of Tuzla School amounted to 325 rubles and was divided same as that of Baranivka School [3, p. 30–31].

Analysis of the Reports of the Odessa County Zemstvo of the first half of the 1870's shows that there were a total of 111 rural and parish schools in the county, most of which in 110 settlements of peasant owners. They had 80 schools with 1,500 students. With a total population of 33,860 people, the network of educational institutions covered only 4.43%. According to reports, most of the schools surveyed do not have their own premises and trained teachers, but are housed in parish boards, and are taught by local clerks. Parish schools in foreign colonies, in contrast to the abovementioned, were better maintained and covered a larger number of students. There were 5,675 students in 31 schools, which were 11.38% of the total number of foreign colonists of 49,880 people [5, p. 39–42].

By 1875, the zemstvo accepted only 13 schools, which is 9 times less than the total number of existing ones in the county. They enrolled only 412 students, which is 5.7% of the total number of students in schools of various types that existed in the county [6, p. 5].

In the late 1870's the number of schools under the jurisdiction of the zemstvo increases to 23. At the same time, the number of students covered by zemstvo schools increases several times. There were 412 students in 1874, then in 1878 the number of students was 1101, including 913 boys and 188 girls. In fact, in four years the number of students in the schools cared for by the Odessa County Zemstvo has tripled, and the number of schools themselves has increased by ten schools [7, p. 31–34].

The analyzed sources allow us to speak about the complex and gradual process of formation of primary education institutions in the county. Representatives of local authorities, landowners and priests joined its active development in the beginning of the second half of the 19th century. Support for the initiative to establish schools in the settlements by the local clergy had a positive effect on the spread of the idea of the need to create full-fledged educational institutions. The change in the order of financing of educational institutions by the zemstvo since 1874 and the involvement of local landowners and peasants in the financing of schools allowed to increase the number of schools maintained by the zemstvo and to generalize the educational process in them. This, in turn, allowed reaching a larger number of school-age children in a typical educational program, which had a positive impact on the quality of knowledge received by students. This was facilitated in particular by the fact that most of the teachers admitted by the zemstvo to teach in educational institutions had special education or courses.

In the course of further research it is expedient to find out further development of the process of transfer and subordination of existing, and creation of new educational institutions within Odessa district of Kherson province, which will allow to analyze in detail at the regional level the process of network formation of educational institutions and their function in cultural development in the settlements of Southern Ukraine.

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