

KHOROSHEV O.

Ph.D. (historical sciences), associate professor of department of social and humanitarian disciplines, National University of civil protection of Ukraine.

khan61@nuczu.edu.ua

Kharkiv, Ukraine

Development of Education in Kharkiv in the 19th and Early 20th Century

The article deals with the investigation of the structure of education in Kharkiv in the nineteenth and early twentieth century. It also gives valuable information on the impact of the economic circumstances of that time on the formation of the new educational system. Various forms of primary, secondary and higher education, which existed in the city, are considered. Much attention is given to the establishment of vocational training in Kharkiv over the specified time period. The history of women's education in Kharkiv is traced in the article, too. It is shown how a well-developed educational system was formed in Slobozhanschyna, providing all industrial and social branches with qualified personnel.

Keywords: education, district schools, Sunday schools, gymnasiums, vocational education, women's education, universities.

The nineteenth century was a hard, eventful period of time in the history of our country. It was then that qualitative social changes took place. In the sphere of economy, feudal relations, which had been dominant in the early nineteenth century, gave place to capitalist ones. Those times were also characterized by the rapid development of commodity-money relations, the appearance of new industrial sectors, the deepening of regional economic specialization, and the emergence of new large industrial centers based on mechanical production.

The above-mentioned processes in the economy caused changes in the structure of society. Enslaved peasants, who used to make up the majority of the population in the early nineteenth century and used to play an important role in the production of

agricultural goods, disappeared in 1861 after the abolition of serfdom. New social forces gradually emerged in the country, such as workers of large industrial enterprises, seasonal agricultural workers, various entrepreneurs and others. The structure of society became more complex and diverse.

Culture was another field which experienced rapid development. Literary language evolved, professional theaters were organized, and printing houses were opened, where newspapers, literary miscellanies, and books of different genres were published.

The crisis of feudal relations and the development of commodity-money ones required experienced and highly qualified workers, who could ensure that both old and new enterprises work properly. Previously, most people had been deprived of any opportunity to be educated. If someone had been educated, it meant that they belonged to the upper crust of society – aristocratic, military or ecclesiastical. Economic changes led to qualitative changes in education. Life itself demanded that education should be available to all social layers.

In response to the needs of society, educational system of professional training was gradually formed during the nineteenth century. Changes in education took place all over the country but became most apparent in the new centers. One of these centers in Slobozhanschyna was Kharkiv [1].

The research problem lies in the fact that the peculiarities of the educational system in Kharkiv over the specified time period have not yet been sufficiently investigated.

The aim of this article is to investigate the development of the educational structure in Kharkiv in the nineteenth and early twentieth century. It is the changes of the educational structure that demonstrate how the educational system responded to the needs of society. This question is still topical now that there are new challenges and new social demands for building an independent state because when reforming the educational system, it is necessary to take into consideration historic experience in order to take the best from the past and not to repeat the same mistakes.

In the early nineteenth century, a significant role in providing primary education was played by parish (or parochial) schools. These schools appeared in parishes on the public initiative and were sponsored by parishioners. In the late nineteenth century, there were 22 parish schools in Kharkiv, including 19 one-year and 3 two-year ones. In addition to parish schools, there were parish colleges, where pupils were taught Scripture, reading, writing, and arithmetic operations. Due to the existence of such colleges, education was available to children of lower social layers.

Deeper knowledge was ensured by district schools, whose students mostly came from petty bourgeois families. Studies in a district school usually took three years, though additional courses, related to trade and industry, could also be opened. District schools taught Scripture, Sacred History, Russian Grammar and Calligraphy, Arithmetic and Principles of Geometry, Geography and Drawing. The reforms of the 1860s suggested that they had to be sponsored by district councils (called «zemstvos») and municipal associations, which lacked the funds. Therefore, it was decided to restructure the colleges into two-year ones.

One of the oldest educational institutions in Kharkiv was the district school founded in 1805 on the basis of the Principal Public College. Studying there took three years, and starting from 1902 – four years. This college was sponsored both by the state and benefactors, including merchant S. K. Kostyuryn. According to Bahaliy, up to 4,000 students were educated in this college during a hundred years of its existence (an average of 40 people per year) [2, p 723]. In 1834 Kharkiv district school was reorganized into a Monitorial school of peer education. Due to the lack of teachers, the Bell-Lancaster teaching method was used there. According to this method, pupils were divided into classes where senior pupils taught junior ones. As a result, the education was insufficient. In the 1860s Lancaster schools gave way to public schools.

For children of Catholic foreigners, there was the School of the Evangelical Lutheran Association. Having been opened in 1826, it was one of the oldest schools in Kharkiv. Both boys and girls could study there. In 1831 Orthodox children were first admitted to this school on condition that they should be taught Scripture by an

Orthodox priest. Over a period of three years, besides the Scripture (both Lutheran and Orthodox) children also studied Russian, French, German, Arithmetic, Geography, and Drawing. Girls were taught needlework, too.

Sunday schools became one of the primary education forms in the late nineteenth century. Kharkiv Women's Sunday school could be an example of this educational form. For more than fifty years, it was organized and managed by Kh. D. Alchevska, who also worked there as a teacher. An apparent positive aspect of this school's activity was sufficient provision with educational supplies, such as manuals and textbooks. A library was established as well. But the school was almost immediately closed down. Then Khrystyna Danylivna decided to teach poor girls (milliners, maids, factory workers) at home. There were fifty girls among her students, who were taught core subjects free of charge. Historian Bahaliy and physiologist Danylevskyy gave lessons absolutely gratis. In 1896 architect Beketov built a house for this school (which is now Kharkiv Art Museum). Alchevska issued a guide called "What people should read", in which there were whole sections devoted to Ukrainian works and especially works by Shevchenko. The collection sustained seventeen editions. In the early twentieth century, the number of Alchevska's students was about 500 people [3].

In 1869 Kharkiv Society for the Spreading of Literacy among People began its work. Its activities contributed to the emergence of a whole number of schools and libraries. The People's House was built. The first chairman of the association was physicist and chemist M. M. Beketov (1827-1911) [4].

The next level of the educational system was secondary education, which was provided mainly in gymnasiums. Children who studied there came from noble and civilian families. These educational institutions performed two major functions. Firstly, they provided secondary education and, secondly, they trained their graduates to enter the university. In 1864 gymnasiums were divided into two types, classical and non-classical. Classical gymnasiums were comprehensive by nature, with such compulsory subjects as Latin and Greek, whereas non-classical schools were more practical and focused on the needs of industry and commerce. Classical gymnasium

graduates had direct access to universities while non-classical school graduates could only enter higher training schools.

The second half of the nineteenth century was the time of rapid development of industry and trade in Kharkiv. There was a need for skilled personnel. That is why secondary schools that provided vocational training were opened. These included Women's Vocational School of Kharkiv Society for the Spreading of Literacy among People (founded in 1877), where sewing was taught; Kharkiv municipal vocational school that trained blacksmiths and hammermen (1886); Railway School (1870); Ustynov's Private School of Stenographers, where thirty graduates were prepared over a period of five years; evening schools №1, 2 and 3, founded by the Russian Technical Society; Women's Needlework Workshop under the two-year Alexander Women's College; the workshop under Pushkin College; the industrial class of housekeeping and cooking under Alexander College, sponsored by the college's trustee G.V.Ponomaryova; Tryfilyeva's and Ilyasheva-Menchyts' private women's vocational schools; Nyezhyntseva's dressmaking school; two colleges for disabled (blind or deaf-and-dumb) children.

Favorable conditions for the development of commercial education were stipulated by the law, dated 15 April 1896, which allowed the Ministry of Finance to open commercial schools of four types: trade schools, trade classes, trade knowledge courses, and trade colleges. Trade schools enjoyed the widest popularity. The first institution of such kind in Russia was opened in Kharkiv in 1896. It was the Trade School of the Countertermen Association for Mutual Assistance.

The needs of the farming industry in the southern region of Russia were satisfied by Kharkiv Agricultural School, which started its functioning in 1855.

It is possible to evaluate the pace of development of vocational education in Slobozhanschyna by tracing the number of professionally educated students. For example, the first non-classical college started its work in 1873 with 153 students [2, p 692], and by the start of the academic year 1903/ 1904 this number had increased to 879 students [2, p 697].

In response to the social need and with the view of getting all community-minded masses, involved in the community development, schools where women could go formed an individual element of the educational system. The most common form of educational service was a finishing school. In 1812 a school of this type was opened in Kharkiv. An active part in its opening was played by H.F.Kvitka-Osnoyanyenko and P.P.Hulak-Artemovskyy. Education in the finishing school included three classes: junior, middle, and senior. Subjects taught in the senior class were Scripture (the Gospel, the liturgy, and Christian duties), Russian Literature, Rhetoric, Poetry, History, and Recitation. The girls were taught how to walk and sit, give and receive orders, ask and answer questions, how to communicate with the senior and with the peers; they also acquired such habits as cleanliness and neatness.

The reforms of the 1860s-1870s were marked by the emergence of women's colleges of two categories. The apprenticeship lasted six years in the colleges of the first category and three years in the colleges of the second category. Later they were transformed into gymnasiums and progymnasiums where the apprenticeship lasted seven years. The program also included the course of housekeeping and the principles of hygiene. A special eighth class was organized for the girls who intended to become teachers after graduation, where they could get the title of a mentor or a teacher.

Secondary religious education was represented in Kharkiv by a seminary and a diocesan women's college. The diocesan college for girls in Kharkiv came into operation in 1854. This college trained future «matushkas», i.e. the wives of the clergy and mothers superior. The idea of opening in 1854 of the diocesan women's college belonged to Bishop Filaret of Kharkiv. In addition to the core subjects (Scripture, Literature, Arithmetic, History, and Geography), the girls studied housekeeping, i.e. they learnt how to bake bread or lay in provisions for the winter as well as acquired gardening skills.

In the early twentieth century, secondary education of girls in Kharkiv was not inferior to that of boys either in terms of quality or in terms of quantity. For instance, the data as of year 1917 show that there were twice as many private gymnasiums for girls (18 altogether) than those for boys.

Coeducational gymnasiums opened in Kharkiv as well, such as the gymnasium of the Working Women's Mutual Assistance Association and S. Rodionova's gymnasium for both boys and girls.

The highest level of the educational system in the first half of the nineteenth century was represented by universities [5]. It was the universities that became the training centers for highly qualified scientific brainpower, which were supposed to ensure progress in all social areas. A typical example is Kharkiv University, which was opened on January 17, 1805. At first, it had four schools (School of Philology, School of Moral and Political Sciences, School of Physics and Mathematics, School of Medical and Health sciences), twenty-five departments and fifty-seven students [6].

The first rector of the National University of Kharkiv was I. Ryzhskyy, a progressive activist and Professor of Russian Literature. Professors I. Tymkovskyy, I. Sreznevskyy, A. Metlynskyy, T. Osypovskyy, M. Lunin, P. Hulak-Artemovskyy worked in the university. Some professors were invited from abroad. A total number of 2,800 students graduated from the university between 1805 and 1861.

Higher education developed at a fast pace as a result of the reforms of the 1860s-1870s. In addition to classical higher education, which was represented by Kharkiv University, real higher education appeared. In 1873 Veterinary Institute was opened. It appeared on the basis of the veterinary college and was intended for training experts in the field of cattle breeding. The Institute qualified 10 veterinary doctors a year. A dissecting room and a bacteriological laboratory, where the plague, the anthrax etc. were fought, were created under the institute. In 1885 Kharkiv Practical Institute of Technology was opened. After five years of study, students were qualified as technologists or engineers. There were some laboratories, a mechanical workshop, an agricultural station, a museum and a library in the institute.

Women were not allowed to go to public universities. For this reason, higher courses for women were opened under universities all over Russia. These courses existed on the basis of private educational establishments at the expense of the tuition fees paid by the girl students (100 to 150 rubles a year), donations, and charges from

various cultural events, organized by the municipal community in their favor. In 1907 the Higher Courses for Women were opened under the Working Women's Mutual Assistance Association and in Kharkiv University. They had two schools, School of History and Philology, with the departments of History and Philology, and School of Physics and Mathematics, with the departments of Natural History and Mathematics. The Higher Courses for Women were subject to the trustee of the school district, who approved of the training programs and the teaching staff.

In 1910 Kharkiv Medical Institute for Women was opened on the recommendation of Kharkiv Medical Society. It became one of the largest medical higher educational establishments for women in Ukraine. Expansion of the women's education network in Kharkiv was also facilitated by the opening of Polytechnic Institute for Women in 1917. Both the charters and the curricula as well as the institute programs were designed on the model of the documentation of St. Petersburg Polytechnic Institute for Women.

In the early twentieth century, new forms of educational work with the people appeared, such as people's universities and workers' educational courses. In 1901 Kharkiv courses for workers were opened on the initiative of the professors working for Kharkiv Institute of Technology, gymnasium teachers and local workers. These courses enabled adult people to get basic knowledge of various branches in the evening.

In 1917 Kharkiv already had 8 higher educational establishments, 14 gymnasiums for men and over 20 for women, 3 non-classical colleges, a commercial college, a seminary, an art college, a music college, a diocesan women's college, a finishing school, 35 municipal primary colleges, 20 parochial schools, Sunday schools, artistic and aesthetic studios, and various courses [7]. By the beginning of World War I, the literacy of Kharkiv population had increased up to 66,6% [8].

Conclusion. Taking into account the above mentioned facts, a conclusion may be drawn that quite a diverse, organizationally developed educational system was formed throughout the nineteenth century in Slobozhanschyna. It included different levels, namely primary, secondary, and higher. Each of these levels, in its turn,

consisted of many elements. The progressive development of the educational system was attributed to the social need for skilled workers. With the development of commodity-money capitalist relations, Kharkiv gradually turned into an administrative, industrial, commercial and scientific center. To keep the status of «the center of Slobozhanschyna» and «the center of South Russia» in practice, Kharkiv constantly required qualified personnel. As a result, a well-developed educational system was formed. At the same time, the system was influenced by contradictory factors. On the one hand, there were educational establishments based on the principles characteristic of the capitalist society, such as social equality and openness. On the other hand, there were gender-based educational institutions, i.e. those only for women, which was more typical of the former times. Religious education was important. It permeated all educational levels and influenced them, which indicated the preservation of the old feudal traditions. However, a well-developed educational system was formed in Slobozhanschyna throughout the nineteenth century, providing all social sectors at all levels with qualified personnel. Educational traditions of training specialists in industry, trade, science etc. were gradually formed.

Література

1. Багалій Д.І. Історія Слобідської України. – Х.: Основа, 1990. – 256 с.
2. Багалеї Д.І., Міллер Д.П. Історія міста Харків за 250 років його існування (1655-1905): В двох томах. – Т. II. – Х.: Репринтне видання, 1993. -973 с.
3. Коломієць Т.В., Ярмиш О.М. Культура Харкова на зламі століть (кінець ХІХ – початок ХХ ст.). – Х. : Вид – во нац. ун – ту внутр. справ, 2003. – 256 с.
4. Щелков К.П. Харків. Історико-статистический опыт.- Х., 1880.
5. Андреев А.Ю. Російські університети 18 – першої половини 19 століття в контексті університетської історії Європи. – М: Знак, 2009. – 648 с.
6. Багалеї, Д.І., Сумцов, Н.Ф., Бузескул, В.П. Краткий очерк історії Харківського університету за перші сто років його існування (1805-1905), сост. проф. Д. І. Багалеем, Н.Ф. Сумцовым, В.П. Бузескулом. - Х: изд. Харьк. ун-та, 1906.
7. Annete M.B. Meakin. Russia, Travels and studies. – London: Hurst and Blackett Ltd, 1906. – 450 p.
8. Ярмиш О. Н., Посохов С. Ї., Епштейн А. І. Історія міста Харкова ХХ століття. - Харків: Фоліо; Золоті сторінки, 2004. - 686 с.

References

1. Bahaliy D.I. Istoriya Slobids'koï Ukraïni. – Kh.: Osnova, 1990. – 256 s.
2. Bagaley D.I., Miller D.P. Istoriya goroda Khar'kova za 250 let ego sushchestvovaniya (1655-1905): V dvukh tomakh. – T. II. – Kh.: Reprintnoe izdanie, 1993. -973 s.
3. Kolomiets' T.V., Yarmish O.M. Kul'tura Kharkova na zlami stolit' (kinets' XIX – pochatok XX st.). – Kh. : Vid – vo nats. un – tu vnutr. sprav, 2003. – 256 s.
4. Shchelkov K.P. Khar'kov. Istoriko-statisticheskiiy opyt. Kh., 1880.
5. Andreev A.Yu. Rossiyskie universitety 18 – pervoy poloviny 19 veka v kontekste universitetskoy istorii Evropy. – М: Znak, 2009. – 648 s.

6. Bagaley, D.I., Sumtsov, N.F., Buzeskul, V.P. Kratkiy ocherk istorii Khar'kovskogo universiteta za pervye sto let ego sushchestvovaniya (1805-1905), sost. prof. D. I. Bagaleem, N.F. Sumtsovym, V.P. Buzeskulom. - Kh: izd. Khar'k. un-ta, 1906.
7. Annete M.B. Meakin. Russia, Travels and studies. – London: Hurst and Blackett Ltd, 1906. – 450 p.
8. Yarmish O. N., Posokhov S. Ī., Epshteyn A. I. Istoriya mista Kharkova XX stolittya. Kharkiv: Folio; Zoloti storinki, 2004. 686 s.

ХОРОШЕВ А.Н.

*к.и.н., доцент кафедры социальных и гуманитарных дисциплин
Национального университета гражданской защиты Украины,*

khanb1@nuczu.edu.ua

Украина, Харьков

РАЗВИТИЕ ОБРАЗОВАНИЯ ХАРЬКОВА XIX – НАЧ. XX В.

Даная статья посвящена изучению развития структуры образования в городе Харькове в XIX – начале XX веков. Определяется влияние экономической ситуации того времени на становление новой системы образования. Рассматриваются разнообразные формы начального, среднего и высшего образования, существовавшие в городе. Уделяется внимание становлению профессионального образования в городе в указанном периоде. Прослеживается история женского образования в Харькове. В статье показано как на Слобожанщине сформировалась развитая система образования, которая обеспечивала квалифицированными кадрами все отрасли производства и общества.

Ключевые слова: *образование, уездные училища, воскресные школы, гимназии, профессиональное образование, женское образование, университеты.*

ХОРОШЕВ О.М.

к.і.н., доцент кафедри соціальних і гуманітарних дисциплін

Національного університету цивільного захисту України, khanb1@nuczu.edu.ua

Україна, Харків

РОЗВИТОК ОСВІТИ ХАРКОВА XIX – ПОЧ. XX СТ.

Дана стаття присвячена дослідженню розвитку структури освіти у місті Харкові в XIX – на початку XX століть. Визначається вплив тогочасної економічної ситуації в країні на становлення нової освітянської структури. Розглядаються різноманітні форми початкової, середньої та вищої освіти, які існували у місті. Приділяється увага становленню професійної освіти у місті в

зазначений період. Просліджується історія жіночої освіти у Харкові. У статті показано як на Слобожанщині сформувалася розвинена освітянська система, яка забезпечувала кваліфікованими кадрами всі галузі виробництва та суспільства.

Ключові слова: *освіта, повітові училища, недільні школи, гімназії, професійна освіта, жіноча освіта, університети.*

Відомості про автора:

Хорошев Олександр Миколайович – кандидат історичних наук, доцент кафедри соціальних і гуманітарних дисциплін Національного університету цивільного захисту України.

Адреса: Національний університет цивільного захисту України, 61023, м.Харків, вул. Чернишевська, 94, Україна

Телефон: (057) 707-34-78
+38-096-57-13-330

e-mail: khan61@nuczu.edu.ua