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## **THE CONTRIBUTION OF ZEMSTVO INSTITUTIONS TO THE FORMATION OF PUBLIC EDUCATION IN THE PODILLYA PROVINCE**

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### **Abstract**

The article analyses the process of formation and functioning of zemstvo institutions in Podillia from the perspective of cultural and educational space. The political and socio-economic specificity of Podillia province in particular and Right-Bank Ukraine in general largely determined the correction of the zemstvo reform in the region. Zemstvos were forbidden to interfere in the pedagogical process of schools. The state did not assign them the role of rebuilding primary education, but it turned out that as local governments, zemstvos independently expanded their powers. Thanks to the active work of these institutions, primary education became universal. The main achievement of zemstvos in the field of education in Podillia province was the opening and constant financial support of primary schools, the publication of educational literature, and the arrangement of libraries.

**Key words:** zemstvo institutions; zemstvo schools; public education; primary schools; parochial schools.

У статті проаналізовано процес становлення та функціонування земських установ Поділля в ракурсі культурно-освітнього простору. Політична та соціально-економічна специфіка Подільської губернії зокрема та Правобережної України в цілому значною мірою зумовила корекцію земської реформи в регіоні. Втручатися у педагогічний процес шкіл земствам було заборонено. Держава не поклала на них роль відбудовника початкової освіти, але вийшло так, що як органи місцевого самоврядування, земства самостійно розширили свої повноваження. Завдяки активній діяльності цих установ початкова освіта стає всенародною. Головним здобутком земств у галузі освіти в Подільській губернії було відкриття та постійна фінансова підтримка початкових шкіл, видання навчальної літератури, облаштування бібліотек.

**Ключові слова:** земські установи; земські школи; народна освіта; початкові школи; церковнопарафіяльні школи.

**Statement of the problem.** The formation of the educational system in Ukraine requires a study of the historical development of the theory and practice of education and training at different stages of human society. The 1960s of the nineteenth century were a turning point in the history of the formation of the public school. The maturation of the capitalist system in the depths of the feudal system led to a deep crisis in the entire feudal serfdom system. The successful development of education requires the use of the achievements of the Zemstvo heritage, which is a rational example of the combination of interaction between state authorities and self-government, which ensures the effective functioning and further modernization of the education system.

**Research analysis.** A significant contribution to the scientific development of this issue was made by such researchers as V. Andrievskiy, O. Bakumenko, M. Kopylenko, L. Korzh, O. Reent, A. Ternychenko, I. Sesak, L. Drovoziuk, and S. Brychok.

**The purpose of the article.** The aim is to find out the contribution of zemstvo institutions in Podillia province to the formation and development of public education in the province.

**Summary of the main material.** In the complex of reforms of Alexander II, which began after the abolition of serfdom, the leading place belonged to the Zemstvo reform of

1864. It provided for the creation of elected local governments, or zemstvos. The reform was launched by Alexander II's decree on January 1, 1864, approving the Regulations on Provincial and County Zemstvo Vlachs. However, despite this decree, zemstvo self-governments were not established in 51 provinces, including the Right Bank of Ukraine [4, p. 15]. The reason for this policy was the fear of the Russian authorities that zemstvos could become another tool in the hands of the anti-Russian Polish gentry, which occupied a dominant position in Right-Bank Ukraine, including Podillia.

The fears of the imperial authorities were not unfounded. At the end of the nineteenth century, the Polish ethnic group owned 50% of private land in the Podillia province. The Polish gentry repeatedly acted as an opposition force to the Russian autocracy. In addition to the two Polish uprisings of 1831 and 1863–1864, there were conflicts over the status of the landless gentry, the position of the Roman Catholic Church, and others.

It was only on April 2, 1903, that the Russian government adopted the "Regulations on the Administration of Zemstvo Economy in the Provinces," which included Podillia. It came into force in May 1904.

The Regulation on Provincial and County Zemstvo Glasnosts defined the tasks of zemstvo assemblies and departments: management of property, capital, and monetary collections of the zemstvo; construction and maintenance of buildings, other structures, and transportation routes owned by the zemstvo and maintained at its expense; management of zemstvo hospitals and charitable institutions; care for the poor, the terminally ill, and the mentally ill, as well as the poor and crippled; care for the construction of churches; management of mutual zemstvo property insurance, and others.

Among the most important areas of zemstvo activity, it is worth noting their efforts in the field of education, which received the largest share of funds. However, according to the laws adopted in 1903 and 1911, their activities in the field of public education were limited mainly to managing the economic part of primary schools, allocating funds for their development, improving the financial situation of teachers, organizing extracurricular activities, etc.

Zemstvos had to start schooling in very difficult conditions, not only because funds for public education became "optional," but also because public schools were in great decline: there were not enough premises, teachers, and textbooks. In addition, although they wanted to establish elementary schools, not all zemstvos were able to fulfill this noble mission. There

were cases when the funds they allocated for the construction of school buildings were not used.

Zemstvos was forbidden to interfere in the pedagogical process of schools. The state did not entrust them with the role of rebuilding primary education, but it turned out that as local governments, zemstvos independently expanded their powers. Thanks to the active work of these institutions, primary education in the Russian Empire and in Ukraine became universal [5, p. 31].

Zemstvo activity in schooling was of particular importance for the Right-Bank Ukraine, where education was in a state of neglect. Of the 560 volosts in the region, 120 had no schools, neither church nor ministerial, and 239 had one school each.

In 1912, 3819 thousand inhabitants of both sexes lived in the Podillia province [9, p. 41].

The contingent of school-age children, based on a 3-year school course, in 1914 amounted to 276 thousand boys and girls aged 8 to 10 years (7% of the total population), and with a 4-year course it would have been 355 thousand (9%). Meanwhile, in 1914, 148 thousand students were enrolled in primary schools in all departments.

Thus, based on the 4-year course, up to 207 thousand school-age children remained outside the school walls, i.e., 58.3% of the total number (boys 39.9% and girls 76.3% [7, p. 15].

From 1907 to 1914, the number of children enrolled in elementary schools was: in 1907, 132202 pupils; in 1913, 131199 pupils.

In 1914, the number of children increased by 1671. Of these, 60% were pupils of parochial schools, and 40% attended ministerial and zemstvo schools. The number of students who completed the course of a zemstvo school in different years ranged from 8 to 11% of the total number of students, while the number of students who dropped out before graduation ranged from 13 to 24%.

For example, in 1911, 59.1% of primary school-age children were out of school in Volyn province and 59.5% in Kyiv province [6, p. 67]. In the Podillia province we are studying, it was 62.7%. [3, c.25]. About 80% of all primary schools were parochial schools. The literacy rate in the region was even lower. It amounted to 16.9% of the total population. While in other regions of Ukraine, it was 21.2%.

The zemstvo institutions of Right-Bank Ukraine were tasked with opening at least four to five thousand school kits in each province. One set was designed for 50 students. Thus, Zemstvos had to build schools for 205-235 thousand students.

These were unrealistic funds for the zemstvos. The budget of zemstvos was formed at the expense of zemstvo fees from commercial and industrial establishments, privately owned and allotted peasant lands, and other real and personal property in cities and counties. Only in 1907 did zemstvos begin to receive financial assistance from the state.

Zemstvos were actively involved in the development of the education sector. They developed projects for the Zemstvo school network, issued loans for the construction of schools, and provided additional payments to teachers' salaries.

During the first three years of zemstvo activity, the percentage of the literate population in the region increased from 16.9% in 1911 to 22.3% in 1914. However, the measures taken to develop public education were insufficient. Almost a third of school-age children could not attend school due to a lack of school facilities.

Funds for school maintenance were usually insufficient. In many schools, heating costs per year did not exceed 20 rubles, so rural schools were always cold in winter, which often resulted in classes being suspended.

The real possibilities of Podillia's zemstvos in the field of public education were determined by their budgets, which were constantly growing before the First World War.

Thus, from 1904 to 1910, the Podillia Zemstvo allocated 2.8 million rubles for the development of public education, which was clearly superior to allocations for other sectors of the Zemstvo economy.

These allocations were not enough to bring the elementary schools of Podillia into at least a satisfactory condition. As of January 1, 1903, there were 292 ministerial schools, 1795 parochial schools, and literacy schools in the province.

Most of the Zemstvo funds were allocated for the development of ministerial and especially parochial schools. For example, in 1909, out of 643 thousand rubles allocated by the zemstvo for public education, 443 thousand rubles were spent on

**Conclusions.** Indeed, the educational activities of Podillia's zemstvos contributed to raising the cultural and educational level of the region's population and overcoming illiteracy. Zemstvos developed plans for the introduction of universal primary education and the development of out-of-school education in the region.

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