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Material Support of Maritime Educational Institutions in Kherson Gubernia (19th – early 20th centuries)

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Abstract

The article is devoted to the study and assessment of the material support of maritime educational institutions of the Kherson gubernia in the 19th – early 20th centuries. The evolution of state support for the maritime sector of vocational and technical education, provision of educational and visual materials, and sources of funding are shown.

The educational and methodological support and material support of maritime educational institutions were characterized by a certain diversity, which depended on the possibilities of funding from the local community. If, until the 1880s, maritime classes were insufficiently equipped, had poor libraries, and most subjects did not even have textbooks, then at the turn of the 19th century, educational institutions had good facilities and equipment, library funds sufficient for learning, and good support. Also, over time, the general support of most maritime schools had gradually improved, as evidenced by the enhancement of the arrangement of vocational schools in Kherson, Mykolaiv (Nikolayev), Odesa, which had turned into centers of maritime education in Southern Ukraine.

To summarize, the primary sources of funding for maritime educational institutions were: 1) state funds; 2) funds of the local community; 3) funds of public societies and associations; 4) assistance from large enterprises and professional associations (Volunteer Fleet, Black Sea-Danube Shipping Company, Russian Society of Shipping and Trade); 5) private assistance.

Thus, only a combination of state support and private and public initiatives in the funding of maritime education in Kherson gubernia made it possible to establish a specific network of

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educational institutions for training experts for the maritime field.

Keywords: Russian Empire, Ukraine, Kherson Gubernia, education, education policy, vocational education, maritime educational institutions.

1. Introduction

For the progressive and gradual development of all branches of the economy, there has always been a need to provide them with highly qualified human resources. Already at the end of the 18th century, the economy of the Russian Empire began to require more and more experts in various fields; their training, according to the old system – personal training of an apprentice by a craftsman, did not keep up with the growing pace of production. In the middle of the 19th century and later on, the personnel problem became increasingly acute and required immediate steps for its solution.

In Kherson gubernia, the first vocational educational institutions appeared just at the end of the 18th century – the School of Practical Agriculture in the village of Bohoyavlenskoe near Mykolaiv (Nikolayev) (1790) and Kherson School of Naval Architecture (1798). Their specialization testified to the priority sectors of the Black Sea region's economy – agriculture and shipbuilding. The establishment of Kherson School of Merchant Shipping in 1834 showed the third sector of the economy – maritime trade.

The key to a high-quality educational process in training professional personnel has always been sufficient funding and the availability of educational and methodological support for the educational process – textbooks, handbooks, and visual and methodological material. The study of this issue in the sectoral (maritime vocational training institutions and schools) and regional (Kherson gubernia) context provides the opportunity not only for an in-depth study of the scientific issue but also contributes to the identification of certain regional features of the development of maritime education.

2. Materials and methods

Achieving the set goal required the involvement of a wide range of sources, which are obtained from the State Archives of Kherson and Mykolaiv Oblasts (Ukraine), where the primary materials are the regulations and annual reports of the heads of maritime educational institutions of Kherson, Berislav, and Mykolaiv (Nikolayev) ([SAKhR](#); [SAMR](#)). Separate reports are obtained in a published form in the libraries of Kherson, Mykolaiv, and Odesa ([Otchet...](#), 1882; 1898; 1902). Data from the reference guide 'Vsya Odessa' ([Vsya Odessa, 1914](#)) are used to determine the financial role of the Society for Helping the Needy of Odesa School.

Decrees on the establishment of educational institutions and their teaching staff, published in the collection 'Polnoye Sobraniye Zakonov Rossiyskoy Imperiyi' (Full Collection of Laws of the Russian Empire) ([PSZRI-1](#); [PSZRI-2](#)), has become an essential source for determining the state financial policy regarding maritime education.

Separately, it is necessary to single out the ego-source 'Poyezdka po Nizovyam Dnepra' (Journey over the Lower Dnipro), authored by Alexander Afanasyev-Chuzhbinskiy, the famous Ukrainian ethnographer and publicist – travel notes based on the materials of the historical and ethnographic expedition of 1856-1859. In his notes, the scholar describes the state of Kherson School of Merchant Shipping in the middle of the 19th century, based on his observations, providing a bright and vivid description of the educational institution and its students and teachers ([Afanasyev-Chuzhbinskiy, 1859](#)).

While working on the paper, we have used some general scientific and special historical research methods. The methods of deduction and induction are used during the search and concentration of materials on the topic of the study. The method of objectivity makes it possible to study properly the peculiarities of the functioning of maritime educational institutions in the studied region and to draw unbiased conclusions about their material support. Thanks to the comparative and historical method, it has become possible to follow the dynamics of qualitative changes in the financial conditions of studied institutions and their provision of teaching and learning aids.

3. Discussion

The first works on the history of maritime education in Kherson gubernia appeared in the middle of the 19th century. Adrian Weinberg's study about the Kherson School of Merchant

Shipping, published in 1857 in the collection 'Morskoy Sbornik' (Weinberg, 1857), occupies a special place among them. Being a contemporary, the author subjects the place and role of the School in the training of experts for the merchant fleet to devastating criticism: the lack of training of skippers for the cabotage fleet, the low salaries for teachers, insufficient training, and poor curricula. Thus, the mentioned study allows us to understand the difficulties experienced by the process of formation of maritime education in Kherson gubernia.

In the 1880s, the works of A. Nebolsin (Nebolsin, 1883) and K. Skalkovskiy, in the context of the general theme of the historical progress of vocational training, also raise the issue of training experts for the commercial fleet, focusing on the results of educational reforms of the 1860s and 1880s (Skalkovskiy, 1887). As the modern researcher O. Chorny notes: "The basis of their works is a solid source base and statistical data uncovering the activities of educational institutions of the specified subject matter. The relevance of the studies is in the fact that they were conducted not only by contemporaries of the era but also by active participants in activities related to the reform of the sphere. The authors briefly describe the prerequisites for the reform, pointing out its positive and negative aspects, and also discuss in a fragmentary manner the process of formation of a new system of trade and maritime classes and schools" (Chorny, 2009: 253).

Separately, it is necessary to note the works of V. Vinogradov (Vinogradov, 1908; Vinogradov, 1912), Head of the Department of Merchant Shipping, devoted to maritime educational institutions. The books contain rich factual and statistical material on maritime education until 1912. V. Vinogradov gives a historical review of the activities of maritime schools from the 18th to the early 20th century, using materials from the archives of the Ministry of Finance and the Ministry of Trade and Industry. The researcher also does not miss the Southern Ukraine region as well, presenting general information about the financial and material condition of all the vocational schools of the Black Sea basin and paying particular attention to Odesa School of Merchant Shipping. At the same time, the author notes that the School in Odesa ranks first in the Russian Empire among similar educational institutions in terms of expenses for both teaching staff and student upkeep (as of 1910) (Vinogradov, 1912: 92-94).

Among the authors of the Soviet era, it is necessary to mention M. Kuzmin (Kuzmin, 1971), the classic of the history of vocational training. In his book, the researcher gives some information about the development of maritime education in Kherson gubernia: schools of merchant shipping in Kherson (p. 127-129) and in Odesa (p. 160-161), and also tells about the Berislav Maritime Class (p. 141). Unfortunately, the presented information is fragmentary and unsystematic, which does not allow us to create at least a partial idea not only about the activities of educational institutions but even about their financial conditions or educational process.

The last decades have been marked by the emergence of several exciting studies, which, to one degree or another, uncover the history of maritime education in Kherson gubernia. Ukrainian researcher O. Chorny (Chorny, 2007) was one of the first to address this issue and devote his dissertation to maritime education development in Southern Ukraine during the times of the Russian Empire. Unfortunately, his work has an exclusively historical orientation, and the issue of material support is presented by him very briefly.

In the context of the development of vocational training in Kherson gubernia, Ya. Nahrybelnyy and M. Honchar disclose the history of maritime educational institutions fragmentarily. At the same time, the work of Ya. Nahrybelnyy (Nahrybelnyy, 2012) is geographically limited to the territory of the present Kherson oblast and, accordingly, shows the historical development of maritime educational institutions only in Kherson and Berislav. In addition, like the dissertation of O. Chorny, the research conducted by Ya. Nahrybelnyy also has a historical orientation, and the issue of material support has not been disclosed. The study of A. Vasylevych (Vasylevych, 2016) has a narrow geographical framework; the support of maritime educational institutions is disclosed only in the territory of the present Kherson oblast.

The dissertation of M. Honchar (Honchar, 2015) is devoted to the development of lower vocational training in a relatively wide geographical area – Kherson and Taurida gubernias, and a broad subject area – a wide range of lower rank educational institutions – craft, agricultural, maritime, and commercial, which has not led to the study of specific fields, but to broad generalizations.

In recent years, interest in the history of seamen vocational training has become active again. Here, it is necessary to mention several works by O. Trygub, S. Degtyarev, and V. Parkhomenko (Trygub et al., 2023a; Trygub et al., 2023b; Trygub, Degtyarev, 2023). In these works, the general

development of maritime education in the Russian Empire, its legislative base, and the teaching staff of educational institutions of Kherson gubernia are disclosed. On the other hand, the issues uncovered in the proposed paper continue to remain understudied.

4. Results

The first vocational and vocational and technical institutions focused mainly on the Western European system of training professional technical personnel. This is evidenced by the previously mentioned decree for Vice-Admiral Mordvynov dated February 28, 1792, which stated: “To establish at least a small vocational school of naval architecture and other related skills... providing the latest English and French books on shipbuilding, ship and warship plans..., to have teachers who know English and French languages and naval architecture, so that the students, learning from them and reaching the ability to understand and translate those books themselves, could thereby quickly gain the most thorough understanding of this science and all the rules of the theory, knowledge of which they now, due to the lack of such books in Russian, are getting through long-term studies...” (PSZRI-1. T. 23. № 17028: 314).

According to the staff, the teachers of the School of Naval Architecture received a fairly decent salary as for that time: a teacher of English – 500 rubles, a teacher of Russian – 300, a teacher of Drawing – 250, a professor of Mathematics – 900 rubles. For comparison, 9 kopecks were allocated for the upkeep of students per day (PSZRI-1. T. 44 (1). № 18634: 327-328).

Funding for Kherson School of Merchant Shipping, established in 1834, was mixed – part of the students (24 people), natives of the Black Sea-Azov region, were supported by the State Treasury, while others, the so-called ‘boarders’ – from 10 to 14 people – had to pay 300 rubles for their upkeep per year and received school supplies from the School (PSZRI-2. T. 9 (1). № 6788: 113). In 1845, the number of students was increased to 40 and 20, respectively, and the payment of the ‘boarders’ decreased to 94 rubles 28½ kopecks (Afanasyev-Chuzhbinskiy, 1859: 335-336; Chorny, 2007: 92).

The annual budget from the Treasury was equal to 18 thousand rubles (at the same time, 5,000 rubles were additionally allocated for the arrangement of premises). That amount included the salary of the administration (inspector, senior observer, and three observers) – 3,500 rubles, 12 teachers – 4,200 rubles, upkeep of students – 5,760 rubles (240 rubles per year per person), as well as for servants, maintenance, and repair of buildings, library, and educational materials – 4,540 rubles per year (PSZRI-1. T. 44 (1). № 18634: 327-328). However, if that amount was relatively small (even compared to the above-mentioned salaries of the School of Naval Architecture by the state of 1798, when the value of the ruble was twice as much), but enough as for the 1830-40s, then in the 1850s it was already not so adequate.

Researcher A. Weinberg noted that the small salary assigned by the Regulations of 1834 to teachers of languages and other humanitarian subjects, with the gradual increase in prices for life necessities, prevented the School from having good teachers since a teacher of Geography, History, and Russian language got 14 rubles per month, while some teachers got only 10 rubles, and “for such a price, it is scarce to find a good teacher who would zealously engage in his work, and if there was one, he left the School at the first convenient opportunity” (Weinberg, 1857: 299). That is why, at the request of Kherson Governor, 1,300 rubles were added to the annual allowance of 5,127 rubles allocated by the Ministry of Finance in 1842. The money was taken from the amount kept in Odesa Bank, which was made up of fines collected from Russian vessels that went abroad without Kherson School of Merchant Shipping graduates (Chorny, 2007: 92).

The material support of the School could have been improved. In his travel notes, A. Afanasyev-Chuzhbinskiy noted that the three buildings of the Kherson Admiralty, where the School was located since 1834, in the middle of the 19th century, were ‘poor buildings’ (Afanasyev-Chuzhbinskiy, 1859: 334). That is why, in 1845, the decision was taken to start the construction of a new building of Kherson School of Merchant Shipping. In 1848, a layout of premises was approved, according to which the new building was calculated at 60,000 rubles together with the complete overhaul of the old premises, which were planned to be given for the needs of School employees. However, before the shutdown of the School in 1867, a new building had never been built (Afanasyev-Chuzhbinskiy, 1859: 339).

In addition, the primary means of visual and practical training – a mockup of a military brig, built in the middle of the schoolyard – became utterly unusable. Students used it to acquire practical skills in steering a sailing vessel: raising and lowering yards and topgallants, and setting

and making up sails. But in the 1850s, the brig almost completely rotted, making it impossible to conduct practical classes. According to A. Weinberg, it was necessary to purchase a real commercial brig for practical training, which would not only provide an opportunity to acquire high-quality practical skills both in steering a vessel and in its maintenance, like a preparation for new navigation, and ongoing repairs but also bring certain commercial profit (Weinberg, 1857: 302-304).

At that time, the situation with educational and methodological support was also difficult. As the Ukrainian researcher M. Honchar notes: “Due to the partial or complete absence of textbooks and handbooks for special subjects, the learning process was reduced to mechanical memorization of the information given by the teacher, while independent work was limited to doing sums in Mathematics, Astronomy, and Maritime Practice. Only in the 80s of the 19th century did textbooks for trade maritime educational institutions appear” (Honchar, 2015: 100).

So, we can see that compared to the previous time, educational, methodological, and material support improved, and the attention to providing visual professional training increased, which qualitatively changed the content of the educational process. However, at the same time, already in the middle of the 19th century, the realities of the time required drastic changes in the content of the educational process and the system of practical training of future sailors. Methodological support was especially in need of improvement since, as claimed by Professor M.I. Barbashev, the famous Soviet expert in the history of maritime education: “In trade maritime schools, teaching was conducted according to the textbooks adopted for naval schools, and mostly did not correspond to the curricula of trade schools; in addition, the teachers were not sufficiently familiar with the specifics of merchant shipping” (Barbashev, 1959: 137).

The reformist tendencies in the government and society, the rapid development of productive forces, and the increase in agricultural and industrial production led to the need for radical changes in the quality and content of education and training at all levels and types. That was especially vividly reflected in the development of vocational and technical training, which was closely interconnected with the processes of capitalization of the economy and the development of transport and communications.

Maritime education institutions were the first to undergo reforms in the field of vocational and technical training. In 1867, the ‘Regulations on Maritime Classes’ were adopted, which introduced specific changes in the educational, methodological support, and material support of the former trade maritime schools, which were transformed into maritime classes of various ranks.

According to the Regulations, the main burden of sailor training funding rested on the local community, which “declared its readiness to donate for the establishment of a maritime class”. The state only supported it with financial assistance “if necessary”. At the same time, the community’s contribution had to consist of either a specified annual amount for the allowance of the Class, the allocation of suitable premises with heating and lighting, or, as a last resort, a one-time contribution for the arrangement of the class. The state, depending on the importance of the educational institution and the need for such subject matter experts, allocated from 500 to 1,000 rubles per year (PSZRI-2. T. 9(1). № 44771: 1049).

Before the reform of maritime education in 1902, the amounts allocated by the state almost did not increase. However, if they had such an opportunity, local communities increased expenditures from local budgets, which depended on inflationary processes in the state (see Table 1).

Table 1. Property and financial conditions of the maritime classes of Kherson gubernia in the late 19th century (Vinogradov, 1912: 29-30; 35-36)

Class/Classes	State Treasury funding	Local funding	Premises
Kherson	2000	2605	local community
Berislav	1000	372	rent
Nikolayev	1000	2160	rent
Odesa	30750	18600	own

As we can see, all the classes (except for Odesa Classes, which we will discuss below) received little state funding.

For example, in the 1870s, the Ministry of Finance allocated an amount of 1,000 rubles annually for the allowance of Nikolayev Classes, and the City Public Council – 500 rubles, which in

the 1877 – 1878 academic year was spent on the following items: teachers' salary: senior – 480 rubles; junior – 280 rubles; rent of premises – 144 rubles; hiring a servant – 120 rubles; heating, lighting – 90,5 rubles; for handbooks and classroom supplies – 112,29 rubles; issuing of diplomas and certificates – 12,32 rubles; stationery – 10 rubles (Krykalova). At the same time, it should be considered that the tuition was free.

A catastrophic lack of funds forced the administrators request help constantly. In 1883, the Head of the Class sent a letter to the Imperial Society for Promoting Russian Merchant Shipping and to the local community, where he noted the growing number of students wishing to study, which led to the hiring of larger premises, the need for more furniture and books, and the need to increase the financial remuneration of teachers (SAMR. F. 139. Op. 1. D. 4. L. 2back). The Headmaster's words were confirmed by the report of Boholiubov, the member of the Russian Steam Navigation and Trading Company, who in 1883-1884 visited the Black Sea and Nikolayev Classes and characterized them as cramped, poor, unattractive, lacking textbooks, and poorly equipped (Honchar, 2015: 100).

As a result, the Classes received an additional subsidy of 500 rubles from Mykolaiv City Public Council, which, together with 550 rubles from Nikolayev Municipal Council, amounted to a sum more significant than the state allowance. That made it possible to increase the salary of teachers and staff: the Head – from 480 rubles to 660 per year, the Head's Assistant – from 280 to 360 rubles, the clerk – from 30 to 36 rubles, the classroom servant received 144 rubles, and the rigging instructor – 24 rubles. The balance of over 900 rubles was spent on renting premises, heating, lighting, and cleaning, including 315 rubles 30 kopecks, which were paid for nautical instruments, educational books, nautical charts, and geographical maps (SAMR. F. 139. Op. 1. D. 4. L. 110-110back, 117).

On the eve of the reformation of Nikolayev Maritime Classes in 1902, their annual budget was 3,282 rubles 67 kopecks, which were formed at the expense of the State Treasury – 1,000 rubles, Nikolayev City Council – 1,460 rubles, Nikolayev Municipal Council – 500 rubles, Nikolayev Marine Pilots' Community – 200 rubles, and the balance amount of previous years – 122 rubles 67 kopecks (SAMR. F. 139. Op. 1. D. 10. L. 36). In 1906, the budget increased to 4,070 rubles, of which 1,000 rubles were allocated for additional training aids (SAMR. F. 139. Op. 1. D. 13. L. 14, 65). At the same time, it should be noted that tuition after the reform of 1902 was paid, although the Board of Trustees could exempt students from paying (in 1906, the tuition fee was only 5 rubles, in 1907-10, in 1908-25; thus, there were very few students who paid tuition) (Krykalova).

As of January 1, 1908, the school had the following educational furniture: 12 school desks, two blackboards, three teacher's desks, three bookcases, one table, 24 chairs, as well as 38 nautical charts and 178 textbooks were included in the list of training aids (SAMR. F. 139. Op. 1. D. 16. L. 2).

Since their establishment, Kherson Classes had received better annual funding both from the state (2,000 rubles) and the local community (1,605 rubles). The community also provided permanent premises for the Classes (SAKhR. F. 212. Op. 1. D. 6. L. 68). Those funds, according to the staffing table approved in 1879, were distributed as follows: to the Head of the Classes per year – 1,200 rubles, to a teacher of the middle class (also he was a teacher of Shipbuilding) – 800 rubles, to a teacher of the junior class – 600 rubles, housing for the Head – 350 rubles, hiring servants and small expenses – 200 rubles, teaching aids and classroom supplies (books, charts, and tools) – 455 rubles (SAKhR. F. 212. Op. 1. D. 6. L. 70). Since 1881, Kherson Povit Zemstvo also began to assist with Kherson Classes, allocating 1,000 rubles annually (Otchet..., 1882: 7). Kherson Mutual Credit Society (1,700 rubles), City Council (1,500 rubles), and City Public Bank (1,500 rubles) participated in the construction of the building for the Classes (Otchet..., 1882: 8).

Such global support from Kherson community led to the fact that in the early 1880s, a building for Kherson Maritime Classes was built, and it was on the balance sheet of the city community. The Classes had ordinary classroom furniture; the library (museum) had over 1,000 books of a scientific, historical, and narrative nature, but mainly handbooks on special marine sciences, 86 nautical charts, geographical maps, and ship body plans, small chronometer, two sextants, two compasses, barometer, thermometer, natural and artificial magnets, artificial horizon, globe, two spyglasses, marine hourglass, and five models of vessels of various types. In the 1880s, a life-size (70-foot-long) brig, 'Dabich', was also built in the yard, hands-on practicing the skills (Otchet..., 1882: 6).

By the end of the 19th century, the library had expanded to 1,837 copies of books in various fields, including 773 textbooks. Educational and methodological equipment was improved and appeared about 300 charts and ship body plans, a planetarium, an azimuth compass, a copy machine, a model of a steam engine, models of a screw steamer, a refractor, 19 stereometric models, and four models of commercial vessels. Unfortunately, the brig 'Dabich' was destroyed by a storm on May 29, 1894, and needed renovation (Otchet..., 1898: 2).

The primary textbooks on special subjects used by students of Maritime Classes were Navigation (Zybin, Popov), Nautical Astronomy (Zybin), Rectilinear Trigonometry (Dmitriiev), Spherical Trigonometry (Gerdt), Maritime Practice (Ansley), navigational tables, and textbooks in English and French. They took in some magazines 'Morskoy Sbornik' (Sea Collection), 'Rodina' (Motherland), 'Nov' (Newground), 'Vokrug Sveta' (Around the World), 'Russkiy Vestnik' (Russian Herald), and 'Russkoye Sudokhodstvo' (Russian Shipping), etc (SAKhR. F. 212. Op. 1. D. 16. L. 6-7; Otchet..., 1898: 3).

After the reform of 1902, the balance sheet of Kherson Maritime School of Deep-Sea Shipping increased significantly and amounted to 11,530 rubles (1907), and was formed from the following items: funds of the Ministry of Trade and Industry – 5,755 rubles, Kherson Gubernia Zemstvo – 1,000 rubles, Kherson City Council – 4,775 rubles (SAKhR. F. 212. Op. 1. D. 124. L. 10).

The library of Kherson Maritime School had also been significantly enriched in terms of educational literature. Textbooks on almost all general education and special subjects appeared: 'Catechism' (Filaret), 'Astronomy', 'Spherical Trigonometry' (Shulhin), 'Rectilinear Trigonometry' (Dmitriyev), 'Navigation' (Lukin), 'Commercial Geography' (Yanushevskiy), 'Meteorology' (Voyeikov), 'Shipbuilding and Ship Theory' (Shershev), 'Maritime Practice' (Vakhtin), 'Handbook on Maritime Practice' (Fedorovych, Berezin), 'Lotsia' (Khvostov), 'Steamship Mechanics' (Maslov, Perkovskiy), 'Legal Studies' (Struchkov), 'Geometry' (Davydov), 'Algebra' (Kyseliov), 'Russian Language' (Smirnovskiy), 'Russian Literature' (Dvornikov), 'Hygiene' (Rautenfeld), 'English Language' (Nurok, Ivanov). The only textbook that needed to be included was the 'Theory of Deviation' (SAKhR. F. 212. Op. 1. D. 124. L. 37-37back). As of January 1, 1912, the library contained 2,107 volumes; tools and models, drawings, and charts were available for each subject (SAKhR. F. 212. Op. 1. D. 165. L. 21, 28-31).

Other maritime educational institutions had a much smaller budget, which the budgetary limitations of local communities could explain. Thus, Berislav community added only 316 rubles 25 kopecks to 1,000 rubles given by the state. With such funds, as a trustee of Odesa Educational District, P. Lavrovskiy claimed that it was impossible to find "neither competent teachers nor to buy the necessary teaching aids for the success of the case" (Heyko, 1999: 210). He was also supported by Knyazev, the Director of Public Schools of Kherson Gubernia, who noted that "Berislav, which has only 5,000 native male residents and meanwhile spends 2,381 rubles 25 kopecks annually on public education... cannot add anything to what it gives" (Heyko, 1999: 214). At the same time, for 17 years, the budget of the Maritime Class had hardly changed. Beryslav town community had increased its expenses for the Class to 372 rubles 17 kopecks, which was more than three times less than Kherson Classes had. The lack of students and support from the community later led to the shutting down of that educational institution.

The material support of Odesa School of Merchant Shipping should be noted separately. Even before its establishment, it was under the guardianship of both the state and the local community and steamship companies that needed modern experts for the fleet. Only to cover the one-time costs for arranging the classrooms, 196,599 rubles 78 kopecks were allocated from the half-kopeck tax collected from goods passing through Odesa port, to which 57,000 rubles were added later from the same source. The Treasury allocated 30,750 rubles for the annual allowance of the newly established Classes, which was more than the allowance for all other classes in the region. In addition to that amount, annually, Odesa City Public Council allocated 20,000 rubles, the Voluntary Fleet – 5,000 rubles, which later decreased to 3,000 rubles, and the Black Sea-Danube Shipping Company – 600 rubles, the donation which was stopped after the Company was closed down (Vinogradov, 1912: 35-36). In 1900, the School's expenditures amounted to 53,942,98 rubles (see Table 2 for details).

Table 2. Expenses of Odesa Merchant Shipping Classes in 1900 (Otchet..., 1902: 55)

Expense item	Amount of expenses, in rubles		
	State amount	Special amount	In total
Salaries of teaching and training vessel staff	11276,45	1400	12676,45
The educational part of the theoretical course (including payment to teachers for lessons)	10941,74	1585	12526,74
The housekeeping part: rent of the building, its maintenance, stationery, and other expenses	-	7934,35	7934,35
Wages of the crew and servants on the training vessel	3613,50	2370,11	5983,61
Repair and maintenance of the vessel, navigation costs	-	11204,43	11204,43
Upkeeping of students on the training vessel	-	3617,40	3617,40
Total:	25831,69	28111,29	53942,98

After the reform of 1902 and the transformation of Odesa Classes into a vocational school, the annual budget received from the State Treasury was 81,927 rubles, of which 50,647 rubles were allocated directly to the School and 31,280 rubles to the training vessel, provided that all local subsidies for the School were paid to the state account. All that made it possible already in 1903 to complete the construction of the School, where workshops were also equipped: locksmith and turning, locksmith and mechanical, foundry, copper processing, boiler room, and engine room, which cost 208 thousand rubles (Vinogradov, 1912: 43-44). At that time, it was a considerable expense compared to other educational institutions, which became possible not only with the support of the state but also thanks to the interest of the city community.

At the School, there was the Society for Helping the Needy of Odesa School, where each member paid an annual contribution of 5 rubles. As of 1911, the Society provided scholarships to 17 students in the amount of 1,815 rubles, provided free lunches and tea in the amount of 565 rubles 06 kopecks, paid for the tuition of 18 students, and treated one student in the amount of 320 rubles, as well as provided some other types of assistance. By the beginning of 1912, the Society's capital, consisting of interest-bearing securities, available funds, and various properties, amounted to 42,191 rubles 89 kopecks (Vsya Odessa, 1914: 170).

5. Conclusion

The educational and methodological support and material support of maritime educational institutions were characterized by a certain diversity, which depended on the possibilities of funding from the local community. If, until the 1880s, maritime classes were insufficiently equipped, had poor libraries, and most subjects did not even have textbooks, then at the turn of the 19th century, educational institutions had good facilities and equipment, library funds sufficient for learning, and good support. Also, over time, the general support of most maritime schools had gradually improved, as evidenced by the enhancement of the arrangement of vocational schools in Kherson, Mykolaiv (Nikolayev), Odesa, which had turned into centers of maritime education in Southern Ukraine.

To summarize, the primary sources of funding for maritime educational institutions were: 1) state funds; 2) funds of the local community; 3) funds of public societies and associations; 4) assistance from large enterprises and professional associations (Volunteer Fleet, Black Sea-Danube Shipping Company, Russian Society of Shipping and Trade); 5) private assistance.

Thus, only a combination of state support and private and public initiatives in the funding of maritime education in Kherson gubernia made it possible to establish a specific network of educational institutions for training experts for the maritime field.

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