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Vocational Education in the Kherson Governorate of the Russian Empire (the XVIII century end – the XX century beginning)

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Abstract

The article deals with evolution of vocational schools in the Kherson Governorate of the Russian Empire. The research comprises the period from the 18th century end till the 20th century beginning.

Within the given period, the Kherson Governorate founded leading educational institutions to prepare highly-skilled ship and train engineers, craftsmen, etc. for southern state regions.

As an example, the Kherson Governorate unfolded a range of comprehensive vocational schools in ship engineering. The main hub of these activities was Mykolaiv.

Besides, reforms provided a system of sea trade education. It was subdivided into institutions of several levels: sea trade schools of mechanical engineering, schools of long and short sailing, two-grade and basic schools. These entities provided commercial ships of sea and river sailing with specialists. The disadvantage of such a system was a small number of institutions to prepare marine engineers.

Also, there were new vocational schools in railway engineering (to operate trains and construct tracks).

Vocational schools of the Kherson Governorate corresponded to the Russian Empire development. Their main task was to provide the region with enough skilled specialists for local relevant industries. Simultaneously, the 20th century beginning showed an obvious inability of regional educational institutions to satisfy economy needs. Therefore, vocational schools required further improving.

Keywords: Ukraine, Kherson Governorate, Russian Empire, education, education policy, education reform, child labor, vocational education.

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1. Introduction

Having conquered the Circum-Pontic area, the Russian Empire starts its colonization. The empress granted territories to her favorites, nobles, officers, generals, landlords. Within 1775–1784, she granted 4.5 million dessiatinas. The government opened broad opportunities for foreigners' settlement. At the 18th century end, many Germans, Bulgarians, Greeks, Serbians, Armenians and other nationalities settled here.

The Southern Ukraine was populated quite quickly. Along with villages, new cities were founded: Oleksandrivsk (today Zaporizhzhia) in 1770; Katerynoslav (today Dnipro) in 1776; Kherson in 1778; Mariupol in 1779; Mykolaiv in 1789, Odesa in 1795. On the Crimean Peninsula, Sevastopol and Simferopol were created as important navy and administration centers of the Taurida Governorate (1783 and 1784, respectively). Here, enterprises were established for state military needs: cannon foundries in Mykolaiv, shipyards in Mykolaiv and Kherson. Consequently, first vocational schools of the Kherson Governorate were ship engineering and naval institutions. Railway and trade schools emerged only in the second half of the 19th century.

2. Materials and methods

The historical manuscript basis is published and previously unknown archives. It concerns standard acts of the second and third volumes in the Complete Collection of Laws of the Russian Empire ([PSZRI-2](#); [PSZRI-3](#)). We also added various reports, decisions, memorandums, congress records of local authorities for regulating vocational education ([Izvolecheniye iz zapiski, 1890](#); [Ob ustroystve remeslennoy shkoly, 1882](#); [Otchet, 1902](#); [Pervyy okruzhnoy s"yezd, 1915](#); [Svedeniya o remeslennom uchilishche, 1910](#)). Besides, we included documents from state archives of the Mykolaiv, Odesa and Kherson Oblasts in Ukraine ([GANO](#); [GAOO](#); [GAKhO](#)) and those of the Russian State Navy Archive ([RGA VMF](#)) in Saint Petersburg.

General research and special historical methods were used. Induction and deduction accumulated necessary facts in sources. The objectivity method made it possible to properly analyze processes of developing vocational schools of the Kherson Governorate.

3. Discussion

Regardless of research topicality, today there are no complex studies on vocational education development in Ukraine or separate governorates. However, this issue attracted a scientific interest in some historical publications of the 19th century middle. Memoirs by A. Afanas'yev-Chuzhbinskiy ([Afanas'yev-Chuzhbinskiy, 1859: 334-341](#); [Afanas'yev-Chuzhbinskiy, 1861: 335-341](#)) briefly report on establishment and development of the Kherson Commercial Sailing School. In particular, it dealt with academic activities and their disadvantages. S. Ogorodnikov ([Ogorodnikov, 1900](#)) describes foundation of the Naval Architecture School as the first local vocational institution. Most materials are dedicated to preparation of military navigators and officers.

The 20th century beginning saw the emergence of papers that defined the role of vocational schools of the Kherson Governorate within the all-imperial education system. Many Odesa works considered the relevance of local vocational schools. For example, a 1890 booklet of the Labor Society discussed its foundation reasons with unfolding a trade school ([Izvolecheniye iz zapiski, 1890](#)). In 1910, a sequel was printed, which let us trace almost the whole history of the trade school ([Svedeniya o remeslennom uchilishche, 1910](#)). The most comprehensive information is indicated in a guide to Odesa. Here, you can find all local vocational institutions and their status at the 20th century beginning ([Uchebnyye zavedeniya g. Odessa, 1895](#)).

We should focus on works by Vasilii Vinogradov, a chief of the Department for Commercial Sailing Institutions. He produced a deep factual and statistical material on sailing education till 1912 ([Vinogradov, 1908](#); [Vinogradov, 1912](#)). The researcher reviewed activities of sailing schools via archives of the Ministry for Commerce and Industry and the Ministry for Finances. He also paid attention to the Southern Ukraine with his report on financial conditions of all Circum-Pontic institutions, including the Odesa Commercial Sailing School. The latter was a top vocational school of the Russian Empire as for staff and study costs in 1910 ([Vinogradov, 1912: 92-94](#)).

Soviet historians usually ignored the vocational education development of the Kherson Governorate. However, the 1950-1980 period saw educational publications by N.N. Kuz'min, N.I. Barbashev, M.F. Puzanov, etc. Thus, the monograph by N.N. Kuz'min ([Kuz'min, 1971](#)) provided some data on the vocational education development in the Kherson Governorate. In particular, he talked about the Kherson and Odesa Commercial Sailing Schools, the Beryslav Nautical School,

the Odesa and Olviopol Railway Schools. However, this study is only fragmentary and superficial, which cannot clarify a real state of vocational education in the Kherson Governorate and other Ukrainian units of that period.

N.I. Barbashev considers the history of sailing education in the Russian Empire ([Barbashev, 1959](#)). He deals with evolution of the all-Russian sailing education for 200 years: academic activities, staff preparation, curriculum improvement. Unfortunately, there are only obscure mentions of sailing institutions in southern governorates.

In the 21st century, Ukrainian scientists joined the research of vocational education in the Kherson Governorate. Among them, we can discern a comprehensive paper by N.V. Slyusarenko ([Slyusarenko, 2003](#)). She represents the labor education in the Kherson Oblast for the 19th-20th centuries. Focusing on labor education in public schools of the Kherson Governorate before the Soviet period, the author analyzed vocational institutions as well.

Another source is the thesis by A.V. Chornyy ([Chornyy, 2007](#)) dedicated to pre-Soviet sailing education in the Southern Ukraine. Unfortunately, the author considers development of fleet rather than civil sailing. For the latter, he reported only on establishment and changing status.

Similar features can be found in works by S.M. Sytnyakivs'ka ([Sytnyakivs'ka, 2009a](#); [Sytnyakivs'ka, 2009b](#); [Sytnyakivs'ka, 2010](#)). She discussed vocational education in Ukraine and its southern regions. The Kherson Oblast and its vocational education are properly described in the thesis by Ya.A. Nahrybel'nyy ([Nahrybel'nyy, 2012](#)). One of the best papers is the thesis by M.V. Honchar ([Honchar, 2015](#)) who reported on the vocational education development in the Southern Ukraine within the second half of the 19th century and the beginning of the 20th century. He comprised all vocational institutions of the Taurida and Kherson Governorates with a prospect of future studies.

Some authors considered development of the local vocational education for separate institutions, branches or aspects ([Naryzhnyy i dr., 1994](#); [Pavlyk, 1997](#); [Bohatchuk, 2009](#); [Ryzheva, 2011](#); [Vasylevych, 2012b](#); [Khodakovs'kyi, 2007](#); [Chorna, 2005](#); [Trygub, Stepanchuk, 2024](#); [Trygub, 2023](#); [Trygub, Degtyarev, 2023](#)). All these sources are superficial. They provide fragmentary data on history of certain institutions and majors.

4. Results

The first vocational entity of the Kherson Governorate was the Naval Architecture School founded in 1789. With an admission limit of 50 students, entrants were enrolled from admiralty settlements. The institution was affiliated to the Black Sea Navigation School in Mykolaiv. Only in 1800, the Naval Architecture School moved to Mykolaiv when a location issue was solved. For 1801, the school had 46 students: the first (15), the second (4) and the third (27) grades. They studied spelling, arithmetic, geometry, algebra, trigonometry, advanced mathematics, conic sections, mechanics, hydraulics, naval architecture and the English language. Unfortunately, the organization folded in 1803 while students were transferred to the Petersburg Naval Architecture School ([Vasylevych, 2012b: 123](#)). Till 1862, ship engineers were mainly trained in the imperial capital.

Defeat in the Crimean War 1853-1856 showed the country's need for upgrade of the Black Sea shipping via more skilled specialists. To provide a proper staff, their on-site preparation in Mykolaiv was required. According to the Order as of 25 June 1862 ([PSZRI-2. T.37. №38401: 544](#)), the Mykolaiv admiralty founded a vocational school on 3 June 1863 ([RGA VMF. F.102. Op.1. D.17: 24](#)).

This school consisted of three departments: the junior, middle and senior ones. The number of each unit was not limited; it depended on material resources. The institution comprised 300 students. After the 1867 budget cut, the maximum number of students was restricted to 200 persons; only literate ones could be admitted. In 1870, the school consisted of 175 students ([RGA VMF. F. 102. Op. 1. D. 17: 25](#); [RGA VMF. F. 102. Op. 1. D. 19: 39](#)).

According to the Vocational School Regulation in the Mykolaiv Port, the institution was subdivided into three departments: the junior, middle and senior ones. The junior unit consisted of such courses as praying, reading, writing, two arithmetic rules and abacus using. The middle and senior units studied God's law, the Russian language, arithmetic, drawing, geometry, physics and mechanics. Optionally, history and geography could be taught ([PSZRI-2. T. 37. №38401: 545](#)).

On 22 May 1880, the emperor approved the new staff of the Mykolaiv Port Vocational School. On 2 July 1880, the Admiralty Council adopted the Charter and the Regulation on the Mykolaiv Port Vocational School. Correspondingly, the school comprised the preparatory and special departments with two grades for each. The total education duration was four years. The institution

trained skilled joiners, metalworkers, turners and blacksmiths. To acquaint students with different projects, the school workshop received production requests from state and private entities. Yearly, the number of students decreased: 154 (in 1882), 143 (in 1899), 44 (in 1913). Later, the school folded. The reason was the admiralty closure in 1911. Its buildings were leased to the Russian Ship Engineering Society where the Russud plant construction was started (PSZRI-2. T. 55. №60979: 295-297).

Another major of vocational education was commercial sailing. Preparation of professional sailors was started at the Kherson Gymnasium in 1814. At the second decade end, a navigation grade was affiliated to the gymnasium. However, it was further regarded as unreasonable and finally abolished on 8 December 1828 (PSZRI-2. T.3. № 2503: 1127-1128).

On 7 February 1834, Nicolas I adopted the Regulation on the Kherson Commercial Sailing School (PSZRI-2. T.9. №6788: 112-117). The entity folded on 1 October 1834. The Regulation treated preparation of navigators and skippers for private commercial ships and respective engineers as the main school task (PSZRI-2. T.9. №6788: 112; Khersonu 200 let: 6).

The school admitted boys 14-17 years of age. They came only from southern governorates with strict quotas: Kherson, Odesa and Taganrog – 4 persons each; Mykolaiv – 3 persons; Feodosiia and Izmail – 2 persons each; Rostov, Kerch, Yevpatoriia and Akkerman – 1 person each (PSZRI-2. T. 9. №6788: 112-113). For the first 20 years since its foundation, the institution graduated 83 navigators and 36 assistant navigators. 42 persons studied for their own money while 10 persons attended classes (Afnas'yev-Chuzhbinskiy, 1859: 330). In 1867, the organization folded. The remaining funds were used to open new nautical schools (PSZRI-2. T. 9. №44771: 1049).

On 27 June 1867, the Regulation on Nautical Schools was adopted (PSZRI-2. T. 9. №44771: 1048-1051). Correspondingly, any new sailing school foundations were entrusted to merchant, city and other communities if they needed navigators or skippers.

The above-mentioned Regulation defined establishment of many nautical schools within the Kherson Governorate. They were located in Odesa (1898–1901; the highest category), Kherson (1879–1902; category III), Beryslav (1873–1902; category I), Mykolaiv (1873-1902; category I-II). Another school was created in Kherson (1872–1879). Later, his category II was upgraded to category III (Vinogradov, 1912: 24; GANO. F. 139. Op. 1. D. 7: 87-93).

On 1 December 1872, a nautical school of category II was created in Kherson. On 11 September 1879, it was reorganized as an entity of category III (GAKhO. F. 212. Op. 1. D. 6: 68). In other words, the institution acquired the highest accreditation, which provided an opportunity to prepare navigators and skippers for coastal and long sailing. On the southern lands of the Russian Empire, it was regarded as one of the most successful schools in this major.

Within 1872–1902, the institution graduated over 2,000 people. There were 283 certified navigators. 94 individuals gained course attendance documents. Some persons joined commercial shipping as petty officers, boatswains, steersmen or simple sailors (GAKhO. F. 212. Op. 1. D. 67: 28).

On 1 July 1903, the Russian Imperial Reform of Sailing Education reorganized the Kherson Nautical School into the Short Sailing School. Further, it became the Alexander I Kherson Long Sailing School based on the Order as of 10 May 1904. It was funded by the city community. Within 1903-1917, the entity graduated 234 students (GAKhO. F.212. Op. 1. D. 71: 2; GAKhO. F. 212. Op. 1. D. 124: 56; GAKhO. F. 212. Op. 1. D.231: 12).

The Mykolaiv Nautical School unfolded on 4 December 1873. It was located in various rented buildings. The education here was free of charge. The school was funded by state and local authorities. Students lived in flats, dressed for own money. In 1874–1875, there were 15 students at this nautical school. Theory was later practiced on ships in the Black and Azov Seas.

In 1881, the institution passed under the jurisdiction of the Ministry for Public Education. Later, the Chief Department for Commercial Sailing and Ports controlled it. For 27 years (up to 1901), the nautical school graduated 165 coastal navigators (GANO. F. 139. Op. 1. D. 9: 67).

In June 1903, the Mykolaiv Two-Grade Nautical School was founded. The previous institution folded and provided the new entity with their remaining resources (money, textbooks, tools, furniture, etc.). Students could finish their education at the new school. Till 1 January 1908, there were 17 persons in the first grade and 11 persons in the second grade (Krykalova).

On 17 September 1873, a nautical school of category I emerged in Beryslav. Its two grades prepared coastal navigators and skippers for the Dnipro River. There, agriculture products, ore and coal were shipped to Black Sea ports.

In 1901, the entity admitted 24 students for three departments: junior (10 persons), middle (8 persons), senior (6 persons). Usually, they were local residents. The education was free of charge

(Heyko, 1999: 209).

On 1 August 1905, the school was reorganized as a two-grade navigation institution under the jurisdiction of the Ministry for Commerce and Industry. Simultaneously, less students entered the school. Only a few people graduated from the entity. The admission / graduation ratio was 13 / 0 (1905), 3 / 4 (1906), 2 / 5 (1907), 2 / 0 (1908), 0 / 3 (1909) (GAKhO. F. 18. Op. 1. D. 2: 45). Students came from peasant and bourgeois families of the Dnipro regions. Possible confessions were Orthodoxy, Catholicism and Judaism.

In 1909, only one student remained at the Beryslav school (GAKhO. F. 18. Op. 1. D. 2: 47). The World War I made authorities close the institution. The property was sent to the Oleshky Two-Grade Sailing School in the Taurida Governorate.

In Odesa, the largest Black Sea port city, sailing schools unfolded only on 1 July 1898. A new institution emerged on the basis of the Odesa Commercial School as separate merchant shipping grades (Otchet, 1902: 3-4). The school prepared long sailing navigators and assistant captains. The study duration was three years.

This entity had the highest category. All students lived in private flats for own money. They bought outfit and other items. The annual tuition fee was 125 rubles.

On 7 May 1901, the institution became the Odesa Commercial Sailing School. Here, the navigators and mechanical engineers were trained for long sailing ships (PSZRI-3. T. 21. №20039: 307-309).

Students were admitted according to results of entry examination. There were no social restrictions. Entrants had to be 16 years of age with a strong health.

Apart from diplomas, graduates were titled honorary citizens (if not nobles). Excellent graduates were awarded with golden and silver medals. Everybody could enter higher education institutions with a military discharge till 24 years of age (Chorny, 2007: 143-145). Before the 1917 Revolution, the school graduated 160 navigators and up to 100 mechanical engineers (Istoriya Odesskogo morekhodnogo).

Therefore, reforms of the 19th-20th centuries generated a new system of commercial sailing education in the Kherson Governorate. It included schools (with majors of mechanical engineering, short and long shipping), grade institutions, courses, etc. They provided merchant fleet with specialists for short, long and river cruises. The disadvantage was lack of schools to prepare ship engineers.

The serfdom abolishment in 1861 led to a quick development of capitalism and farming. Consequently, broad railway networks emerged in the Russian Empire for the southern corn trade.

The Ukrainian railway construction was launched in 1863 with the Balta-Odesa track. Later, other tracks were built: Balta-Kriukov, Balta-Zhmerynka-Kyiv, Kursk-Kharkiv-Rostov, Kharkiv-Kremenchuk, Znamenka-Mykolaiv, Lozova-Sevastopol, etc. It ensured a regular communication with Baltic regions, Poland and the western state border. Also, the railway development established communication between port cities (Mykolaiv, Odesa), industrial centers (Luhansk, Bakhmut, Yasynuvata) and agricultural areas (the Kyiv, Katerynoslav, Podillia, Kharkiv Governorates). That resulted in a significant rise of commodity circulation.

The rapid railway construction required skilled staff. On 21 October 1871, a respective school unfolded in Odesa via the Russian Society for Shipping and Trade. It was the Odesa Railway Vocational School. In Ukrainian governorates, the first railways institutions were founded in Kharkiv and Kyiv (Puzanov, Tereshchenko, 1980: 17-18).

The Odesa school was located in the Peresyp region. Its admission limit was 100 persons. The entity trained technicians and engine drivers (Z choho vse rozpochynalos). Usually, it was children of the South-Western Railway workers who studied here. The acceptable age was 14 to 18 years. Kids enrolled in the first grade if they had graduation certificates from city, district or rural educational institutions under the Ministry for Public Education (Uchebnyye zavedeniya g. Odessy, 1895: 11).

In 1878, the school was renamed as the Odesa Technical Railway School and moved to a special building on the Odesa-Tovarna station. For 1877-1878, there was no school charter. It was adopted only on 25 February 1878 (Uchebnyye zavedeniya g. Odessy, 1895: 10).

The school building on the Odesa-Tovarna station had two stories. Together with the basement, they held 14 rooms: classrooms, workshops, service flats, a forge. In 1885, a two-story building was constructed for workshops. In 1891, a drawing house emerged (Z choho vse rozpochynalos).

Students were provided with outfit: a frock coat with a stand-up collar, trousers and buttons of the Railway Ministry. The school was patronized by the railway chief. Annually, he remitted

500 rubles from his salary to support poor students. As a priority, children of railmen were admitted if they had a preliminary four-grade education from public and city schools. Both persons from Odesa and line stations were enrolled. Non-local individuals could live in a 70-bed dormitory.

School graduates started as depot metalworkers. Later, they became engine drivers, assistant depot masters, carmen and chief car supervisors ([Z choho vse rozpochynalos](#)).

On 5 October 1917, the Provisional Government renamed the entity as the Secondary Mechanical-Technical Railway School. Within 1871-1900, over 2,000 specialists were prepared to construct the Odesa Railway ([Vasylevych, 2012a: 164](#)).

In spite of vast prospects, the new school could not satisfy an increasing demand for railmen. Therefore, the Odesa Railway shareholders founded a special rail construction school in 1873 near the Olviopol station of the Kherson Governorate (today's city of Pervomaisk). Since 1874, it was a railway vocational school ([Bohatchuk, 2009: 20](#)). The curriculum was similar to the Odesa variant.

The contingent comprised 60-107 students living in a dormitory. In ten years (1884), the school moved to Kyiv ([Honchar, 2015: 113](#)).

In 1878, the Railway Ministry held a meeting of railway societies and teachers. Having considered relevant education problems, the visitors adopted curriculum standards. After minister's ratification in August 1879, they were introduced in all railway schools of the Russian Empire ([Bohatchuk, 2009: 20](#)).

Through the lack of skilled employees, new railway entities unfolded in southern governorates. For example, the Mykolaiv Railway School emerged in 1894 under the jurisdiction of the Kharkiv-Mykolaiv Railway ([Naryzhnyy i dr., 1994: 4](#)).

Annually, 25-30 persons (above 13 years of age) were admitted from all social classes and confessions. Childrens of railmen were preferred. Curriculum elements, study duration and fees were equal to the Odesa and Olviopol institutions. The only difference was 1-year job training and focus on construction courses ([Pavlyk, 1997: 26](#)).

Till 1917, the Mykolaiv Railway School graduated over 500 railway engineers ([Naryzhnyy i dr., 1994: 12](#)).

Thus, a range of vocational entities was founded in the Kherson Governorate of the 19th-20th centuries. Their task was a special preparation of employees for railway construction and operation. The curricula were typical as in other education institutions of the Russian Empire. Usually, no curricula changes were made. Simultaneously, the railway education had proved its value via deep practical training of acquired skills.

Before the World War I, a small network of vocational schools existed in the Kherson Governorate. They were established within the last quarter of the 19th century and the beginning of the 20th century. The basis was the 1880-1990 legislative acts ([Trygub et al., 2023a; Trygub, Degtyarev, Parkhomenko, 2023b](#)).

One of the first such organizations since 1864 was the vocational school under the Labor Society. With the admission limit of 150 persons, it spread trade knowledge among poor Jews and prepared skilled specialists for industrial enterprises. The jurisdiction was controlled by the Ministry for Internal Affairs. The curriculum was regulated by the Ministry for Public Education. Free courses were offered for children 13-17 years of age with elementary education ([Honchar, 2015: 90](#)). Till the 19th century end, the entity became a leading vocational institution in the entire Kherson Governorate.

On 1 November 1891, the Odesa Department of the Imperial Technical Society founded the Odesa School of Construction Foremen. It prepared architects and builders ([Tsubenko, 2013: 87](#)). It was one of three construction schools within the Russian Empire. To establish this institution, the Odesa and Kherson authorities assigned 2,000 rubles each. The South-Western Railway Society paid 250 rubles. The Kishinev Council gave 250 rubles. The entity was subordinate to the trustee of the Odesa Educational District and director of public schools in the Kherson Governorate. The general management was conducted by the Trustee Council. The academic process was regulated by the Pedagogic Council. The school was headed by an inspector ([Honchar, 2015: 123-125](#)).

On 8 November 1892, the Odesa Jewish Community created another organization: the Vocational School under the Odesa Orphan Asylum. Thus, orphans with elementary background could enter the school to acquire professional skills. This entity of category I was subordinate to the Odesa City Public Administration (economic issues) and to the Kherson Directorate of Public Schools (academic issues). There were also five trustees from the City Duma to manage the school.

The institution head was the asylum chief ([Uchebnyye zavedeniya g. Odessa, 1895: 24-25](#)).

In 1892, the Odesa Municipal Vocational School was opened to commemorate Alexander II. Its was funded by the city council with subordination to the Ministry for Public Education.

In the 1890s beginning, the Ananiev community raised the question of unfolding a vocational school ([GAOO. F. 42. Op. 35. D. 1015](#)). Previously, this proposal came from the Ananiev mayor in 1881. Because of money lack, a more affordable variant was created in 1897: the Alexander II Vocational School ([PSZRI-3. T. 16. № 1308: 520-521; PSZRI-3. T. 17. №14657: 637-638](#)). Its charter was adopted only on 31 March 1899. In 1898, 65 persons studied at this organization ([GAOO. F. 42. Op. 35. D. 1017: 139](#)).

The state decision as of 17 November 1897 led to the Cesarevitch Alexey Odesa Vocational School. It was founded on 1 July 1898. 95 people studied here in 1913-1914 ([Pamyatnaya knizhka, 1914: 421; PSZRI-3. T. 17. №14657: 637-638](#)).

In 1899, the school provided part-time drawing courses for masters, apprentices and craftsmen. Funded by the Odesa Trade Society, the courses comprised up to 50 students for two years ([Honchar, 2015: 123](#)).

On 10 June 1899, the Jewish community under Elena Markovna Mendelevich established the Jewish Vocational School. In 1908, it became the E.M. Mendelevich Odesa Jewish Vocational School ([GAOO. F.42. Op. 35. D. 1278: 47](#)). In 1913-1914, 100 people studied here ([Pamyatnaya knizhka, 1914: 421](#)).

On 29 October 1909, some Kherson Jews opened the Four-Grade Jewish Vocational School. It prepared joiners, metalworker and blacksmiths. In 1913-1914, the school comprised 99 students ([Pamyatnaya knizhka, 1914: 419](#)).

Extra vocational schools emerged in the 1905-1910 period of the Kherson Governorate. They were located in Berezovka (1910), Bobrynets (1910) and Stepanivka (1905). In 1913-1914, they educated 48, 60 and 40 students, respectively ([Pamyatnaya knizhka, 1914: 422](#)). Almost all graduates worked at factories or plants. Some of them kept studying further. Vocational entities were affordable and popular. It was confirmed by the First Odesa District Congress on Vocational Education as of 3-10 August 1915 ([Pervyy okruzhnoy s"yezd, 1915: 76-77](#)).

5. Conclusion

We reviewed the vocational education in the Kherson Governorate of the 19th-20th centuries. Based on local economics, such schools prepared ship and railway engineers, craftsmen, etc. Southern regions increasingly demanded them.

For the researched period, we trace a range of vocational schools with the ship engineering major. The educational hub was located in Mykolaiv as a shipping center.

Besides, reforms produced a system of commercial sailing education. It comprised respective schools that prepared mechanical engineers, short and long navigation experts. Additionally, there were two-grade and elementary institutions. They provided commercial ships of sea and river sailing with specialists. The disadvantage of such a system was a small number of institutions to prepare marine engineers.

Simultaneously, new vocational schools prepared railway operators and constructors.

The 20th century beginning confirmed an obvious inability to satisfy economic needs. Consequently, vocational education required further development.

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