

N. Yu. Balabust, Kamyanets-Podilsk Ivan Ohienko National University

**TEACHING EXTERNSHIP AS A FORM OF THE TEACHERS TRAINING
FOR EDUCATIONAL SPHERE IN PODILLYA REGION
(LATE XIX – EARLY XX CENTURIES)**

Balabust N. Yu.

Teaching Externship as a Form of the Teachers Training for Educational Sphere in Podillya Region (late XIX – early XX centuries)

On the basis of analyzed and studied law and regulations, as well as archival, historical, educational and documentary materials, the author of the article describes such form of the teacher training for educational sphere of Podillya region as teaching externship. The research highlights conducting of the special examination tests for people who wanted to get a teacher's title for gymnasiums and pre-gymnasiums, other educational institution of Empress Maria authority, country teacher, private primary teacher, teacher of fine art, drawing and calligraphy in schools and regional secondary schools. The author has put into scientific circulation a number of materials from the funds of Vinnytsia and Khmelnytsky Regional State Archives.

Key words: Podillya region, education, training, teaching externship, teachers, students, tsarism, special tests, exams.

The study of this issue showed, that in the defined period the educational sphere in Podillya region always felt the urgent need and lack of not only school premises, equipment, textbooks, teaching aids and illustrative materials (maps, charts, graphs, diagrams), but also trained teaching staff. Taking into account that Podillya region had no other higher education institutions, except theological seminary; by the way, as in many Russian regions, at all times the issue about staff provision was on the agenda. The need for teachers was so great, that the Ministry of Education allowed to teach even retired non-commissioned officers, naval officers, district clerks, deacons, sextons and priests. As we can see, the relevance and importance of the researching problem, its social, pedagogical and scientific significance, advisability of a thorough analysis and reconsideration determined the choice of the theme of this article.

To the above issues, according to the analysis, repeatedly mentioned pre-revolutionary, Soviet and modern national researchers such as L. Anokhina, M. Barsov, L. Badya, Sh. Hanelin, M. Zavoloka, V. Yelisyeyev, V. Smyrnov, V. Naumenko, K. Mikhalevych, N. Zinchenko, S. Siropolko, N. Mukalov, R. Rodyn, O. Vanchakov, P. Zhiltsov, V. Velychkina, F. Koroliiov, V. Trutovsky, F. Teremytin, M. Zavalova, F. Panachyn, I. Sesak, H. Mitin, V. Farmakovsky, V. Huldman, T. Yakovets and others.

In their publications, some aspects of this topic were highlighted, however a comprehensive generalizing research has not been made, because of this *the goal of this article* is to make an attempt of the thorough and reasoned analysis of such important issue, as the teachers training for the educational sphere in Podillya region late XIX – early XX century.

According to archival and documentary materials, situation of teachers in Podillya region, as in most other provinces of the Russian Empire, was extremely difficult, their work was low-paid, their educational and professional level was insufficient, and the material support was poor, the lack of decent housing, moral and political abjection, low prestige of pedagogical work were the cause of a turnover of teaching staff, especially in rural schools, etc. For example, in 1868 in Podillya region, only in 538 of the 1159 church schools teachers taught with a particular education (among them were retired soldiers, non-commissioned officers, district clerks, literate farmers, etc.), while in others were local deacons, sextons, sometimes priests. Of all the teachers only 813 people received salary, a minimum was 4 rubles and a maximum was 240 rubles per year [1, p. 25 – 26]. If in 1899 only 30% of teachers received 300 rubles per year, then in 1911 in Podillya region ministerial primary schools teachers were paid less than 50 rubles – 293 people, from 50 to 100 rubles – 464 people, from 100 to 150 rubles – 79 people, from 150 to 200 rubles – 27 people, and more than 200 rubles – 834 people [2]. It should also be noted that if teachers of secondary and high schools in the Russian provinces received from 750 to 2 thousand rubles per year, the primary school teacher in Ukraine received a total of 50 to 350 rubles [3, p. 39].

As it was already mentioned, the difficult financial situation, the unresolved housing issues, absence of opportunity to buy necessary methodological, historical and fiction literature, to have own library had a negative effect on renovation of teachers' staff with clever and talented teachers. Therefore, during late XIX – early XX century, practice of external teaching studies became widespread. Teachers in primary schools, instructors and educators of gymnasiums, progymnasiums, lyceums, specialized schools were people, who passed special examinations in certain educational institutions and received a certificate. At the end of XIX century, there were about 20% of such teachers in the educational sphere of the Russian Empire, including Podillya region, [4, p. 141]. It is clear that in the defined period the government prepared and adopted a number of legislative, regulatory and instructional acts on the preparation of teaching staff, who were not trained in secondary teacher training institutions. For example, on April 22, 1868, the appropriate rules “About special tests by the Ministry of Public Education” were approved, which were foresaw, that examination is carried out to obtain the following ranks: a) teacher of gymnasium, progymnasium, and educational institutions and departments of Empress Mariya; b) educator of gymnasium and progymnasium; c) teacher of county schools; d) private primary teacher (male and female); e) teacher of painting, drawing and calligraphy in gymnasiums and county schools. Those, who earlier had received the following ranks, were not subject to the new testing [5, p. 450 – 452].

It should be noted, that externship was launched as a temporary measure for fast filling of teaching staff in educational institutions without much effort and expenses from the state, because the training of such a specialist did not need a lot of time and money, but vice versa – there was certain payment for taking examinations, getting the certificate and the stamp duty (totally 6 rub., 75 kop.). Retake of exams was also paid in full. Over time, this temporary measure actually became the permanent. People from poor families did not have to pay for the test. However, having received the rank of teacher such people, as a rule, were sent to work in remote villages [30, p. 20 – 21].

It was established that special tests were of two types: full and shortened. People who passed the whole gymnasium course, but did not have a certificate of course completion from any higher institution of the empire government were subjected to take full test. Also, this applied to those, who completed higher education institution, but not according to the sphere of the future profession [6, p. 14].

People, who received their education in one of the higher educational institutions of the empire and had a favorable certificate of course completion of the faculty, the main subject chosen in order to obtain the appropriate teacher's rank, were subjected to take short special tests. Candidates and masters of theological academies, who wished to become teachers in gymnasium and progymnasium, had the test according to the rules approved by the Minister of Public Education on April 1, 1867 [6, p. 14 – 15]. Graduates of the theological seminaries, including Podillya region, who wanted to get the rank of county specialized school teacher or home teacher, had opportunity to take a special shorten test according to the circular regulation of Minister of Public Education dated August 7, 1871 [7, p. 11].

People, who have completed a full course at the Imperial Institute of History and Philology, graduates from university teachers' seminaries, and according to some Ministry of Public Education regulations, did not have to take a special test. By the way, in the Russian Empire there were only two historical-philological institutions – in St. Petersburg and Nizhyn. However, the numerically small number of graduates from these educational institutions could not provide appropriate teaching staff for the growing number of gymnasiums and progymnasiums. For instance, in 1875 – 1900's only 321 teachers graduated from Nizhyn Institute of History and Philology [8, c. 131].

People, who wanted to obtain the appropriate teachers' ranks, took full and shortened tests in higher education institutions, and if in the provinces, including in Podillya region, there were no such institutions; tests were carried out in gymnasiums and other secondary specialized institutions. In the universities and institutes special testing committees were created under the guidance of the district inspector or

professor of institution, and in the gymnasiums – at the educational councils, chaired by the headmaster of gymnasium. Concerning foreigners, who also wanted to become teachers, they had to go through the full tests if there were no certificates of the end of any secondary special institutions in the Empire, and those, who had appropriate certificate, were subjected to take a shortened test.

In Podillya region teaching externship was basically in Kamyanets-Podilsk male and female gymnasiums, in direction of public specialized schools, in Proskurivsk Oleksiyivsk real specialized school, real specialized school in Vinnytsya, in Nemirivsk male gymnasium and more.

In 1888, Holy Synod of the Russian Orthodox Church gave the right for Councils of Theological seminaries and specialized schools, Councils of Diocesan Women's specialized school and female specialized school boards of clerical department to hold special examinations and to issue certificates of teachers in parochial schools (for male and female) [31, 32]. Since 1884, graduates of seminaries were allowed to occupy teacher positions in rural schools without the test lesson, because in such institutions the subject of pedagogy was studied [33].

Interested people submitted petitions to the rector of the university, or in accordance to headmaster of gymnasium, where they indicated, which subject they would like to receive the rank of a teacher. To the petition were added: a certificate of birth and baptism, education certificate or diploma, favorable behavior certificate and so on. People, who were tested, had to perform written works, oral exams, give two test classes. Special programs, prepared by the examiners of the appropriate subjects, were the basis for the written and oral tests. Test lessons were held in primary and higher classes in the presence of the head of the institution or members of the test committee, teaching councils. The tests were carried out from September 1 to May 1 of the school year [6, p. 16 – 18].

According to the „Rules for special tests for the rank of teacher and tutor of progymnasium and gymnasiums” at the exam of the Russian language and Church Slavonic literature, an interested people had to highlight in written form one question from basic subjects: the historical grammar of Russian, the Church Slavonic language

and the history of Russian literature, and two oral questions of these subjects. Logic and psychology (one question), and Latin language (translation of the Latin text into Russian) were extra subjects [6, p. 18 – 19].

Speaking about mathematics and physics, people had to take main subjects – mathematics (two written tasks and five oral questions), physics and physical geography (two written tasks and three oral questions), and extra subject – astronomy (one oral question). As for history, there was required a profound knowledge of the Russian language and general history, particularly ancient history (in written form one question about the Russian language, and one question about general history, orally – two questions about Russian history, three questions about general history: one about the ancient times, one about the Middle Ages, and one about new period). As for geography, there was required thorough knowledge of the political geography with the statistical calculations as well as with basic knowledge of the mathematical and physical geography (in written form – one question about Russian geography and one question about the general geography, orally – two questions about the Russian language and three questions about the general geography: one about the political, one about the mathematical and one about the physical discipline). Extra subject of the history and geography – the Latin language (oral translation of Latin text into the Russian language). Major subjects were zoology, botany, mineralogy and chemistry (inorganic, organic and analytical) at the tests of natural history and chemistry. There were two questions for each subject in written form and orally. Auxiliary subjects were experimental physics and physical geography – two oral questions for each. Probationers, who wanted to get the rank of foreign languages teacher, were in similar conditions [6, p. 21 – 23].

People, who passed all the tests and had satisfactory test lessons, were given certificate by school district, they were given a certain rank as civil servant and they had a right for financial support, salaries, pensions and other privileges in accordance with the regulations of gymnasiums and progymnasiums, approved by the imperial decree dated November 19, 1864 [6, p. 24].

In Vinnytsya and Khmelnytsk regional states archives as well as in the Central State Historical Archive of Ukraine (Kyiv), there are a lot of petitions, applications, requests and appeals from people of different classes and ranks about their admission to special tests for teacher ranks and obtaining the appropriate certificates that entitle to teach selected school subjects in gymnasiums, progymnasiums, specialized schools of different types, religious institutions, in private homes and others. For example, in Khmelnytsk archive in the fund № 319 „Kamyanets-Podilsk male gymnasium” there is stored a private case № 32 “About the petition of various people about admission for tests to get a rank of teacher in county specialized schools” [9, p. 2 – 18], as well as the request of F. Markevych to get a rank of singing teacher in the gymnasium [10, p. 1 – 4], L. Hakkebut - to take the test and to have permission to teach children in Podillya region [11, p. 2 – 7], case number 264 “Application for admission to the examination for the rank of teacher in urban and rural parish specialized schools, primary public and private teachers, formulary lists and certificates of exam” [12, p. 1 – 155], the petition of F. Zhukovsky for admission to the examination for the rank of mathematics teacher in district specialized schools [13, p. 2 – 8], L. Syniogub – for the rank of mathematics teacher in district specialized schools [14, p. 2 – 13], Ye. Solomon – for the rank of the Russian language and literature home teacher [15, p. 2 – 15], F. Delenovych – for the rank of the rural public specialized school teacher [16, p. 2 – 9], A. Lobatynsky – for the rank of rural single-class public specialized school teacher [17, p. 2 – 6], H. Revus – for the rank of arithmetic and geography teacher in district school [18, p. 2 – 10], case № 136 and 137 “Petition of private persons for admission to the examination for the rank of the rural parish teacher, primary schools and private teachers” [19, p. 2 – 51], “Petition of various persons for admission to the examination for the rank of mathematics teacher in district specialized schools” [20, p. 2 – 55], M. Sochynsky – for the rank of the rural parish specialized school teacher [21, p. 2 – 5], I. Shtemberh – for the rank of teacher in urban parochial specialized schools [22, p. 2 – 9], M. Bulatova – for the rank of teacher in rural parish and primary public specialized school [23, p. 1 – 4] A. Hrontovsky – for the rank of geography teacher in district specialized school [24, p. 2 – 8], Ts. Selska – for the

rank of French language teacher [25, p. 2 – 11], H. Uhrynovych – for the rank of the district teacher [26, p. 1 – 3], other cases № 554 and 555 – about admission to the rank of a primary school teacher [27, p. 2 – 104, 28 p. 2 – 69] and others.

In the fund № 57 “Proskurivsk Oleksiyiv real specialized school” there is stored a lot of similar cases, such as case № 15 “Petition of different persons about their admission to the examination for the rank of public specialized schools teacher”, where there is the request of Ye.Osvyanytska, M.Velsky, Ye. Lipnytsky, M. Taranovych and many others, who wanted to obtain such rank [29, p. 1 – 80]. Such cases, as already was noted, are concentrated in the Khmelnytsk regional state archive in the funds of “Kamyanets-Podilsk Mariyinsk female gymnasium”, “Direction of public specialized schools”, in Vinnytsya regional state archive in the funds of “Vinnytsya Teachers’ Institute”, “Vinnytsya real specialized school”, “Mogyliv-Podilsk real specialized school” and so on.

Thus, in the fund № 65 “Kamyanets-Podilsk Mariyinsk female gymnasium” there is stored a lot of similar cases, for example, the case № 314 “List of persons, who passed the exams without attending classes and the results of examinations” [34, p. 2 – 189]; case № 329 “Application for admission to the examination externally” [35, p. 2 – 46], case number 335 “Application for an external exam” [36, p. 4 – 342], case № 361 “The results of examinations of people, who passed them externally” [37, p. 3 – 134], case № 401 “Certificates of external exams” [38, p. 2 – 99]; case № 414 “List of people, who passed the exams without attending classes” [39, p. 2 – 35], case № 463 “Application for admission to examination externally” [40, p. 2 – 65] and others.

There are cases in the fund № 15 “Vinnytsya real specialized school”, for example: № 115 “Correspondence with the trustee of Kyiv educational district about unreliability of the students and tests to get the rank of primary school teacher” [41, p. 3 – 132]; № 135 “Examination works of people, who passed an exam to get the rank of teachers” [42, p. 2 – 236]; № 136 “Test Reports” [43, p. 3 – 85]; № 191 “Transferable certificates and documents of those, who passed the test externally in real specialized school” [44, p. 2 – 58] and others. There are cases in the fund 16

“Mogyliv-Podilsk real specialized school”: № 42 “Petitions and certificates of Kopinver Bela Borukh-Leybivna, who passed tests to get the rank of private teacher” [45, p. 1 – 12]; № 56 “Personal file of Zynayida Shanina, who passed an exam to get the rank of rural public teacher” [46, p. 2 – 27]; № 71 “Personal file of Mykola Rodnevykh, who passed exams for the rank of public rural teacher” [47, p. 2 – 12]; № 72 “Personal file of Konstyantyn Lototsky, who was passed exams for the rank of public rural teacher” [48, p. 1 – 14].

Imperial Government considered a priority for issue of selection and training of teachers in gymnasiums and progymnasiums, as experts of the autocracy policy concerning upbringing of the younger generation in the spirit of imperial requirements and standards. For those people there were also approved appropriate rules of testing to get the rank of teacher. The requirements for this were similar to the full or shortened tests to get the rank of teacher of gymnasiums or progymnasiums, except test classes, that were generally not performed. People, who graduated from secondary school, were subjected to take shortened test of the gymnasium course subjects chosen by their own choice and will. There were such groups of subjects: Russian and Church Slavonic languages and literature, history and geography, Latin or Greek languages, mathematics, physics and physical geography, natural history and chemistry, French or German languages. If people passed exams successfully, they were given appropriate certificate, they were assigned the rank of official, given benefits and certain salary the same as teachers in gymnasiums and progymnasiums had [6, p. 24 – 26].

Teaching externship was also widely used for special tests to get the rank of district specialized school teacher, home teacher, teacher (male or female) of the parish and the primary public specialized school, private primary teacher (male or female). The system of testing was the same as for teachers of gymnasiums or progymnasiums; however, if the district towns and cities had no gymnasiums or progymnasiums, such exams could take place in the district specialized schools, but only for teachers of parish and primary schools and private teachers. Male over 17 years old and female over 16 years old were allowed to pass special tests. Candidates

for aforementioned ranks wrote a petition with the obligatory list of educational disciplines, which were selected by person for studying, and to the petition there were attached a certificate of birth and baptism, education, rank, of the favorable behavior and so on [6, p. 27 – 30].

It should be noted, that for such categories of persons, who had testing, there were carried out special tests in general subjects, main and extra disciplines. Tests of general subjects consisted of oral examinations for the Law of God (the main prayer, sacred history of the Old and New Testaments, a short catechism and explanation of the worship nature), written and oral test of the Russian language (dictation, reading and retelling of reading material with the syntactic and etymological analyzes).

Written tests in the main subjects were carried out in the scope of gymnasium course of the Russian language (it was supposed to write a composition on a given topic and answer an oral question of Russian grammar); of mathematics (in written form one question about arithmetic and one question about geometry); of history (one question about Russian history and one question about general history in written form); of geography (one question about Russian geography and one question about general geography in written form). Additional tests of foreign languages were carried out for home teachers (male or female) [6, p. 31 – 32].

Oral tests were carried out in the Russian language (correct and clear reading, etymological and syntactic analyzes of reading material; translation from the Church Slavonic into the Russian language with an explanation of this language forms; characteristics of the types and forms of prose and poetry; retelling one of the ancient epics, extracts from Nester Chronicle and from works of Lomonosov, Derzhavin, Fonvizin, Karamzin, Zhukovsky, Krylov, Pushkin, Lermontov and Hohol). The same oral tests were carried out in mathematics, history, geography, new European and old classical languages. Tests in extra disciplines were carried out for the above people only in oral form (two questions for each subject) [6, p. 32 – 34].

At the same time, it should be mentioned, that in this process there were many prohibitions for the profession. Some of these prohibitions had an objective character: people, who earlier committed a criminal offense, served their sentences in prison or

were in exile, were not allowed to take a test. However, severe restrictions from the imperial regime were also related with reliability of the candidate and his or her stability in the Orthodox faith: the royal government tried to prevent the penetration of revolutionary sentiments and freethinking to the people, and other manifestations of democracy. There were no restrictions which were based on nationality, but only under one condition – the candidate had to speak the Russian language. Because of this, person, who had test, had to provide information about his reliability in a package of documents, and trustee of educational district, before the appointment of candidates for teachers' posts, received reference from the local governor to their moral qualities and charity [33].

As it was mentioned, such form of the teachers training as teaching externship played an important role in solving educational problems in the Russian Empire, including Podillya region. This allowed, firstly, to solve the acute shortage of teachers of different categories, secondly, to involve members of other professions to issue of training and education of children and youth, thirdly, to open the way to get education for representatives of the poor, especially for children of peasants, impoverished dwellers and workers, fourthly, this contributed to the raising of the general cultural level of the inhabitants of the Podillya region.

We consider that practical significance of the study is that the materials and conclusions of the research can be used by university professors for reading courses of history of education and educational thought in Ukraine, cultural history, history of the region, etc., the development of historical and pedagogical special courses, manuals, textbooks and other educational and methodical materials. In future it is necessary to continue the study and analysis of documentary and archival materials with the purpose of broader and deeper justification of problems and writing educational manual.

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39. **DAKhO**. – F. 65. – Op. 1. – Spr. 414. – p. 1 – 31. (ukr)

40. **DAKhO**. – F. 65. – Op. 1. – Spr. 463. – p. 1 – 66. (ukr)

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42. **DAVO**. – F. 15. – Op. 1. – Spr. 135. – p. 1 – 240. (ukr)

43. **DAVO**. – F. 15. – Op. 1. – Spr. 136. – p. 1 – 86. (ukr)

44. **DAVO.** – F. 15. – Op. 1. – Spr. 191. – p. 1 – 60. (ukr)
45. **DAVO.** – F. 16. – Op. 1. – Spr. 42. – p. 1 – 12. (ukr)
46. **DAVO.** – F. 16. – Op. 1. – Spr. 56. – p. 1 – 30. (ukr)
47. **DAVO.** – F. 16. – Op. 1. – Spr. 71. – p. 1 – 14. (ukr)
48. **DAVO.** – F. 16. – Op. 1. – Spr. 72. – p. 1 – 15. (ukr)

Балабуст Н. Ю.

Педагогічний екстернат як одна з форм підготовки педагогічних кадрів для освітньої сфери Подільської губернії (друга половина XIX - початок XX ст.)

Автором статті на основі вивчених і проаналізованих правових та нормативних актів, а також архівних, історико-педагогічних та документальних матеріалів висвітлено таку форму підготовки вчителів для освітньої галузі Подільської губернії (друга половина XIX - початок XX ст.), як педагогічний екстернат. В статті акцентовано увагу на проведенні спеціальних випробувальних екзаменів для осіб, які бажали отримати звання учителя гімназії і прогімназії, а також навчальних закладів відомства імператриці Марії, вихователя гімназії і прогімназії, учителя повітових училищ, приватного початкового учителя і вчительки, вчителя малювання, креслення і чистописання в гімназіях і повітових училищах. Водночас введено в науковий обіг низку матеріалів з фондів Вінницького і Хмельницького обласних державних архівів.

Ключові слова: Поділля, освіта, підготовка, педагогічний екстернат, вчителі, учні, царизм, спеціальні випробування, екзамени.

Балабуст Н. Ю.

Педагогический экстернат как одна из основных форм подготовки педагогических кадров для образовательной сферы Подольской губернии (вторая половина XIX - начало XX в.)

Автором статьи на основе изученных и проанализированных правовых и нормативных актов, а также архивных, историко-педагогических и документальных материалов отражена такая форма подготовки учителей для образовательной отрасли Подольской губернии (вторая половина XIX - начало XX в.) как педагогический экстернат. В статье акцентировано внимание на проведении специальных испытательных экзаменов для лиц, желающих получить звание учителя гимназии и прогимназии, а также учебных заведений ведомства императрицы Марии, воспитателя гимназии и прогимназии, учителя уездных училищ, частного начального учителя и учительницы, учителя рисования, черчения и чистописания в гимназиях и уездных училищах. А также введено в научный оборот ряд материалов из фондов Винницкого и Хмельницкого областных государственных архивов.

Ключевые слова: Подолье, образование, подготовка, педагогический экстернат, учителя, ученики, царизм, специальные испытания, экзамены.

Information about the author

Balabust Nadia Yuriyivna – postgraduate student of pedagogical department in Kamyanyets-Podilsk Ivan Ohienko National University. Main scientific interests are focused around issue of teachers training for educational sphere in Podillya region (late XIX – early XX centuries).

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