

ДЖЕРЕЛОЗНАВСТВО, ІСТОРІОГРАФІЯ, МЕТОДОЛОГІЯ

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DOI: <https://doi.org/10.31652/2411-2143-2025-53-171-179>**Reflecting the development of secondary education in Volyn at the end of the 19th and beginning of the 20th centuries in archival documents****Yaroslav P. Tsetsyk**

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ORCID: <https://orcid.org/0000-0001-7047-4197>**Abstract.**

Purpose: The article aims to conduct an unbiased study of the composition and content of documents preserved in the Central State Historical Archive of Ukraine in Kyiv and the state archives of Volyn, Zhytomyr, and Rivne regions. The analysis of these documents allows for a detailed understanding of the specifics and features of secondary education development in Volyn at the end of the 19th and beginning of the 20th centuries, to reflect the role of imperial authorities and local self-government in this process, and to highlight the financing of new educational institutions. **Methodology:** The proposed work utilizes the general principles of system analysis, incorporating components of general scientific (generalization, formalization, and abstraction) and theoretical-empirical (analysis and synthesis) methods of archival studies. **The scientific novelty** of the work lies in the authors' first systematic examination and introduction into scientific circulation of various complexes of archival documents, preserved in archival institutions of Ukraine, which illuminate the features of secondary education development in Volyn Governorate at the end of the 19th and beginning of the 20th centuries. **Conclusions:** The results of the analysis of archival sources, which shed light on the peculiarities of secondary education development in Volyn during the period under study, particularly regarding the role of imperial authorities and local self-government in these processes, confirm that, collectively, the complexes of archival documents provide researchers with essential information on the studied issue. They allow for tracing the role of local self-government bodies in the development of the network of secondary educational institutions in the region. However, it should be noted that the archives lack collections for a number of educational institutions, or they are represented by only a few files. Therefore, specific aspects of their activities can only be clarified by studying the activities of local self-government bodies, through whose efforts several secondary educational institutions were opened in the region. Despite this situation, the source base for the studied problem is quite representative, allowing for an objective portrayal of the development of secondary education in Volyn at the end of the 19th and beginning of the 20th centuries. Nevertheless, it remains largely unengaged in scientific discourse due to its dispersion among various collections and regional archives, as well as the lack of systematic updates in scientific and informational publications and comprehensive scientific research. The study of the experience of private secondary educational institutions in the region and their interrelationship with central authorities remains relevant for our present day. Special attention should also be paid to the functioning of secondary educational institutions in Volyn during World War I, as the region was initially a frontline area, and from 1915, active hostilities took place on its territory, with parts of the Western counties being occupied by Austro-Hungarian and German troops.

Keywords: gymnasium, local self-government bodies, Volyn Governorate, archival documents, military operations.

Відображення розвитку середньої освіти на Волині наприкінці XIX – на початку XX ст. в архівних документах

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Анотація.

Метою статті є неупереджене дослідження складу та змісту документів, які зберігаються у Центральному державному історичному архіві України у м. Києві та державних архівах Волинської, Житомирської та Рівненської областей, аналіз яких дає змогу детально з'ясувати специфіку та особливості розвитку середньої освіти на Волині наприкінці XIX – на початку XX ст., відобразити роль у цьому органів імперської влади та місцевого самоврядування, висвітлити фінансування нових навчальних закладів. **Методологія дослідження.** У запропонованій роботі використано загальні положення системного аналізу з використанням складових загальнонаукових (узагальнення, формалізація та абстрагування) та теоретико-емпіричних (аналіз і синтез) методів архівознавства. **Наукова новизна роботи** полягає у тому, що автори вперше системно розглянули та ввели до наукового обігу різноманітні комплекси архівних документів, що зберігаються в архівних установах України і висвітлюють особливості розвитку середньої освіти у Волинській губернії наприкінці XIX – на початку XX ст. **Висновки.** Результати аналізу архівних джерел, що висвітлюють особливості розвитку середньої освіти на Волині у досліджуваній період, зокрема з висвітлення ролі органів імперської влади та місцевого самоврядування у цих процесах, переконують, що у своїй сукупності комплекси архівних документів дають дослідникам основну інформацію щодо досліджуваного питання, дають змогу простежити роль органів місцевого самоврядування у розвитку мережі середніх навчальних закладів у регіоні. Однак при цьому варто зауважити, що в архівах відсутні фонди ряду навчальних закладів або ж вони представлені лише кількома справами, тому окремі напрями їх діяльності можна з'ясувати лише досліджуючи діяльність органів місцевого самоврядування, завдяки старанням яких у краї було відкрито ряд середніх навчальних закладів. Незважаючи на таку ситуацію, джерельна база з досліджуваної проблематики є досить репрезентативною, що дозволяє об'єктивно висвітлювати питання розвитку середньої освіти на Волині наприкінці XIX – на початку XX ст., але при цьому вона не дуже залучена до наукового обігу у зв'язку з розпорошеністю між фондами та різними регіональними архівами, а також через відсутність систематичного оновлення науково-інформаційних видань та комплексних наукових досліджень. Актуальним для нашого сьогодення залишається питання вивчення досвіду функціонування приватних середніх навчальних закладів у регіоні, їх взаємозв'язку з центральними органами влади. Окремої уваги заслуговує функціонування середніх навчальних закладів на Волині під час Першої світової війни, адже регіон спочатку був прифронтовим, а з 1915 р. на його території велися активні військові дії, зокрема частина західних повітів була окупована австро-угорськими та німецькими військами.

Ключові слова: гімназія, органи місцевого самоврядування, Волинська губернія, архівні документи, ведення воєнних дій.

Problem Statement. The study of the development of secondary education in various regions of modern Ukraine is an important area for Ukrainian society, as it plays a crucial role in the development of the state's scientific potential. The training of highly qualified personnel, who play a key role in all spheres of society's life, begins in secondary educational institutions. Another important aspect of the proposed study is that Volyn had a multi-ethnic population composition during the period under study, which significantly influenced the functioning of secondary educational institutions.

Research into the activities of secondary educational institutions during the imperial period helps to understand how this affected the development of society and contributed to the development of the county centers of Volyn Governorate.

The analysis of archival collections that reflect the development of secondary education in the region indicates the complexity and ambiguity of the processes under study. The activities of educational institutions and their staff and students were under the strict control of the empire's power structures and the relevant officials of the secondary educational institution, which largely influenced the entire educational process. Archival collections make it possible to clarify the features of the functioning of Volyn's secondary educational institutions under martial law during World War I and their evacuation from frontline counties. Unfortunately, the study of the peculiarities of the functioning of secondary educational institutions in Volyn during World War I is complicated by the dispersion of the source base, the absence of some lost archival collections, and the contradictory and ambiguous directives of the imperial authorities in the analyzed documents.

Analysis of Sources and Recent Research. The source base for the problem of secondary education development in Volyn is represented by a set of diverse types of sources: circulars and directives of the Ministry of Public Education, orders and other regulatory documents prepared in the chancellery of the trustee of the Kyiv Educational District, military command orders, and directives from directors of secondary educational institutions. A separate group of documents consists of information from the heads of educational institutions regarding pedagogical staff. All these documents are preserved in the collections of the State Archive of Volyn Region (hereinafter DAVO) (F. 6. Lutsk Male Gymnasium), the State Archive of Zhytomyr Region (hereinafter DAZO) (F. 73. Zhytomyr 2nd Male Gymnasium of Zhytomyr, Volyn Governorate; F. 75. Korostyshiv Teachers' Seminary; F. 79. Zhytomyr Female Gymnasium of Saint Anastasia), the State Archive of Rivne Region (F. 366. Steinhel Fedir Rudolfovych – museum keeper of Horodok village, Rivne county; F. 359. Dubno City Simplified Public Administration; F. 568. Rivne Female Gymnasium) and the Central State Historical Archive of Ukraine in Kyiv (F. 442. Chancellery of the Kyiv Governor-General; F. 707. Chancellery of the Trustee of the Kyiv Educational District). A separate group of archival sources consists of directives and decisions of local self-government bodies regarding the financing of existing and the opening of new secondary educational institutions in various county centers of Volyn Governorate.

The study of the problem of archival document destruction during the period of "paper famine" by the Bolshevik regime was carried out by N. Moskovchenko, Yu. Palekha, and N. Zozulya (Moskovchenko, Palekha, Zozulya, 2012). The issue of the development of education in Volyn in the late 19th and early 20th centuries was clarified in scientific works based on archival documents S. Tsetsyk, Ya. Tsetsyk (Tsetsyk, S., Tsetsyk, Ya.: 2020), Ya. Tsetsyk, Yu. Oleksyn, S. Tsetsyk (Tsetsyk, Ya, Oleksyn, Tsetsyk, S.:2023), N. Romaniuk, G. Makhorin and S. Marchenko (Romaniuk, Makhorin, Marchenko, 2025)

Article Goal: Based on an objective analysis of documents, to characterize the features of secondary education development in Volyn during the period under study, to ascertain the completeness and representativeness of the documentary complex preserved in archival institutions, and to determine the role of local self-government bodies in the opening of new secondary educational institutions in the region.

Presentation of Main Material. Issues related to the study of archival documents that objectively reflect the development of secondary and higher education in Ukrainian lands at the end of the 19th and beginning of the 20th centuries, including in Volyn, have not been fully covered to this day. However, a significant number of documents concerning the functioning of secondary educational institutions during the period under study, their subordination, and interconnections with local self-government bodies are held in Ukrainian archives. When studying the posed problem, it is necessary to consider that not all documents have survived to our time.

The collections of some educational institutions were lost as a result of military actions in the region, and the policy of the Bolshevik government in the 1920s-1930s, when some archival documents were recycled into paper during the "paper famine." This refers to a little-known concept for the general public, namely the use of archival documents as raw material for the paper industry, which resulted in the destruction of a significant number of archival documents. The period under study is characterized by the growth of new Soviet state institutions, which needed paper to ensure the documentation of their activities. Meanwhile, paper processing factories were unable to operate at full capacity due to a shortage of raw materials as a result of war and revolution. The need to provide the paper industry with raw materials led to the use of archival documentary treasures as a source of raw material. In this regard, some documents were processed into paper, and it is quite logical that these could also include documents from a number of secondary educational institutions (Moskovchenko, Palekha & Zozulya, 2021, s.46-47).

Thus, as we can see, far from all archival documents reflecting the activities of educational institutions in Volyn at the end of the 19th and beginning of the 20th centuries have survived to our

time; some of them were destroyed as a result of wars and the policy of the Bolshevik authorities during the "paper famine."

A separate group of documents that allow for the study of the activities of secondary educational institutions in the region consists of documents from local self-government bodies, primarily city Dumas. It was precisely thanks to their purposeful activity that a number of new gymnasiums were opened in the region, and some pro-gymnasiums were reorganized into full classical gymnasiums.

A significant volume of documents, the analysis of which allows for an analysis of the situation in secondary education, is stored in the Central State Historical Archive of Ukraine in Kyiv (CSHA of Ukraine in Kyiv) in fund 707, Chancellery of the Trustee of the Kyiv Educational District, Kyiv. This fund contains a huge number of documents. In total, the fund consists of 318 inventories. Among the documents of the studied fund are orders, directives, circulars, and a number of other documents from the Ministry of Public Education, the Chancellery of the Trustee of the Kyiv Educational District, reports and information from the directors of gymnasiums, real schools, and a number of other documents. A significant array of documents concerns the distribution of workload among teachers and their remuneration. In particular, when distributing the educational workload at the Ostroh Female School of Countess Bludova for the 1910–1911 academic year, the salaries of its teachers were also indicated. Thus, the official salary of the school director was 1,500 rubles per year, plus an additional 500 rubles for teaching. Teachers received 1,000 rubles, 300 rubles for housing, and 650 rubles for additional classes, totaling 1,950 rubles per year. Others received from 360 to 850 rubles, depending on the workload and length of service of the employee or the subjects they taught (CSHA of Ukraine in Kyiv F. 707. Inv. 78, Case 31, Fol. 767-771).

The appointment and dismissal of teachers in secondary educational institutions took place only with the approval of the trustee of the Kyiv Educational District (KED). Many files of the studied fund contain directives from the KED trustee. In particular, according to the order of the KED trustee, teacher M. Abrosimova was informed that from August 1, 1910, she was allowed to perform the duties of a teacher at the Novohrad-Volynskyi Female Gymnasium, obliging her to arrive at the new place of assignment on time (CSHA of Ukraine in Kyiv F. 707. Inv. 74, Case 100, Fol. 346).

Individual issues related to the development of secondary education in Volyn are covered by documents in fund 442, Chancellery of the Kyiv, Podil, and Volyn Governor-General. It contains a significant number of archival documents that allow for an analysis of the situation in the educational sphere. In particular, Volyn Governor F. F. Trepov in 1896, in his most humble report to the emperor, stated that the situation in secondary education "was complex." Several male and female gymnasiums and pro-gymnasiums, and one real school functioned in the region. Regarding the Zhytomyr gymnasium, it was noted that its classes were overcrowded with students, which led to a violation of sanitary and hygienic standards. According to the governor, the number of secondary institutions was insufficient, and it was also necessary to develop a network of secondary technical and agricultural educational institutions (CSHA of Ukraine in Kyiv F. 442. Inv. 626. Case 20. Fol. 10-11).

Thus, the CSHA of Ukraine in Kyiv holds important documents whose objective analysis makes it possible to clarify the key directions of secondary education development in Volyn Governorate and characterize the role of imperial authorities in this at the end of the 19th and beginning of the 20th centuries.

A huge amount of information on the key areas of work of Volyn's educational institutions is stored in the Volyn, Zhytomyr, and Rivne State Archives. It is in the aforementioned archival institutions that the collections of secondary educational institutions that functioned in the region are concentrated.

For example, one document in fund 73 of the State Archive of Zhytomyr Region states: on January 16, 1907, the director of the 2nd Zhytomyr Male Gymnasium was informed that the Ministry of Public Education (MPE) constantly received complaints about the refusal to admit students to educational institutions. The reason was significant overcrowding in classes. Inspections conducted by the Central Administration and District Administrations confirmed that some students skipped lessons (DAZO. F. 73. Inv. 1. Case 298a. Fol. 10). In this regard, the gymnasium director was recommended to expel students who, without valid reasons, missed classes and interfered with others' learning, as they "did not need schooling" (DAZO. F. 73. Inv. 1. Case 298a. Fol. 10).

Important documents were obtained during the analysis of fund 75, Korostyshiv Teachers' Seminary. They indicate that at the beginning of 1910, the director of the Korostyshiv Teachers' Seminary received a document marked "confidential" from the chancellery of the KED trustee. According to the information held by the trustee, in a number of educational institutions, teachers practiced a system of "corrections" when assigning quarterly grades. This method was considered harmful because it hindered the development of students' habits of "correct and systematic work and the acquisition of solid knowledge," therefore it was "unacceptable to apply in school practice." The seminary director was obliged to ensure that teachers in his entrusted educational institution did not

practice this. Grade corrections were allowed only in exceptional cases, for example, due to a student's prolonged illness or for other valid reasons (DAZO. F. 75. Inv. 1. Case 346. Fol. 1).

At the end of December 1910, one document on student upbringing stated that the school was obliged to educate them in "a truly patriotic spirit, in a spirit of complete loyalty to the Tsar, the fatherland, their people, in a spirit of complete respect for its past and faith in its future." In this regard, the Minister of Public Education emphasized that the "patriotic mood of mentors" should positively influence students and encourage them to use educational material to develop "patriotic feelings" in schools. Given the above, on days of significant historical events or national holidays, educational institutions should hold appropriate events with the participation of students and teachers (DAZO. F. 75. Inv. 1. Case 363. Fol. 9).

Control over the implementation of the academic process schedule was carried out in secondary educational institutions. Thus, on November 30, 1911, the director of the Korostyshiv Teachers' Seminary was informed that the winter holidays were scheduled from December 23 to January 6. In this regard, on December 22 and January 7, all scheduled classes had to be held at the school. The head of the institution was obliged to report whether lessons were held on January 7 and whether all teachers "started work." If someone did not, the reason had to be indicated. The timely return of students from holidays to the school was also controlled (DAZO. F. 75. Inv. 1. Case 363. Fol. 179).

In 1907, the director of the Korostyshiv Teachers' Seminary was informed about a cholera outbreak in certain regions of the empire. In this regard, it was proposed to familiarize seminarians with measures to prevent cholera. It was considered expedient for a doctor to give lectures on infectious diseases to seminarians, as they were to work as teachers in schools in the future (DAZO. F. 75. Inv. 1. Case 330. Fol. 48).

Also, in a number of documents addressed to the heads of secondary educational institutions, attention was focused on resolving issues related to the First World War. In particular, in one document dated January 16, 1915, the director of the Korostyshiv Teachers' Seminary was recommended to determine which teachers affected by the war were in a difficult financial situation and had not received assistance (DAZO. F. 75. Inv. 1. Case 436. Fol. 5).

On February 23, 1915, the Committee for Assistance to the Wounded and Families of Reservists, which functioned under the KED, decided to send Easter gifts to the active army from those educational institutions that were unable to do so on their own. When preparing gifts, it was proposed to include tea, sugar, chocolate, candies, sweets, smoked sausages, and other non-perishable products, as well as cigarettes, makhorka, cigarette paper, matches, flints, stationery, envelopes, shirts, underwear, socks, soap, disinfectant powder, combs, etc. (DAZO. F. 75. Inv. 1. Case 436. Fol. 12).

Thus, as we can see, the archival documents preserved in the Zhytomyr archive illuminate many important issues concerning the functioning of secondary educational institutions in Volyn Governorate during the period under study. In particular, significant attention was paid to controlling the academic process, preventing the spread of infectious diseases, and resolving a number of issues related to the events of the First World War.

The Zhytomyr Female Gymnasium of Saint Anastasia was separate from other secondary educational institutions. This was due to the circumstance that the aforementioned private educational institution was opened thanks to the efforts of the Zhytomyr branch of the Union of the Russian People (URP). Documents illuminating its activities are located in fund 79 of the State Archive of Zhytomyr Region.

The management of the newly opened educational institution was informed that, according to a circular directive, an annual estimate of income and expenditures of special funds, prepared by the economic committee or pedagogical council of the educational institution, must be submitted to the educational district administration. The total amount of current year expenses should not exceed the amount of income (DAZO. F. 79. Inv. 1. Case 2. Fol. 1-2).

In another document analyzing the financial situation of the educational institution, it was stated that during the 1912-1913 academic year, the Zhytomyr Female Gymnasium of Saint Anastasia received 9,885 rubles for the education of students in grades 1-6. The payroll for gymnasium staff amounted to 10,720 rubles. This included staff remuneration for the head of the gymnasium and the head supervisor, 500 rubles each, and for class supervisors of all classes, 300 rubles each. Rental expenses amounted to 1,800 rubles, heating to 480 rubles. Total expenses under Article B amounted to 3,800 rubles. The maintenance of this educational institution required 14,520 rubles, which was 4,635 rubles more than the income received from its functioning. This situation was considered "unbearable for the Zhytomyr branch" of the URP (DAZO. F. 79. Inv. 1. Case 2. Fol. 6).

On December 13, 1912, the council of the Zhytomyr branch of the URP decided to "accept the estimate for the maintenance of St. Anastasia Gymnasium" despite the deficit of funds (DAZO. F. 79. Inv. 1. Case 27. Fol. 6).

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According to the circular of the educational district administration dated February 7, 1907, it was necessary to "hear at the nearest meetings of pedagogical councils" issues related to increasing the expenditure estimate, and the petition for this had to be confirmed by a copy of the resolution of the economic committee. The decision of the economic committee on carrying out repairs in the premises during the summer holidays was sent for consideration to the Trustee of the KED no later than February, and the results had to be available by April 1, so that the trustee could approve the estimates in a timely manner (DAZO. F. 79. Inv. 1. Case 27. Fol. 15).

To strengthen religious education of students, it was recommended to pray in every educational institution before classes (DAZO. F. 79. Inv. 1. Case 27. Fol. 35).

From December 27, 1911, to January 3, 1912, the 1st All-Russian Congress of Teachers was planned to be held in St. Petersburg, whose organizing committee appealed to the MPE with a request to recommend mathematics teachers of secondary educational institutions to participate in its work (DAZO. F. 79. Inv. 1. Case 1. Fol. 66).

Another document stated that from December 28 to December 31, 1911, a congress of teachers of ancient languages organized by the Society of Classical Philology and Pedagogy was planned in St. Petersburg. It was planned to consider issues of improving the quality of teaching ancient languages in secondary and higher schools. Separately, measures aimed at improving the teaching of these subjects and teaching methods were to be analyzed. The MPE demanded that as many teachers of ancient languages as possible participate in its work (DAZO. F. 79. Inv. 1. Case 1. Fol. 68).

Thus, as we can see, the analysis of archival documents makes it possible to illuminate the activities of this female educational institution and determine the influence of the local branch of the URP on its functioning. It is worth noting that the St. Anastasia Gymnasium was a private educational institution, and its activities were financed by tuition fees or subsidies from the Zhytomyr branch of the URP.

A significant amount of information on the activities of secondary educational institutions during World War I, the procedure for their evacuation from frontline counties, is contained in documents reflecting the activities of the Lutsk Male Gymnasium. Fund 6 Lutsk Male Gymnasium, State Archive of Volyn Region (DAVO).

In August 1914, Minister of Public Education L. Kasso informed the Council of Ministers that as a result of the interdepartmental commission's reduction of the MPE's credit for 1914, it received only 11,415,930 rubles instead of 21.9 million rubles, which were transferred to localities. In this regard, the ministry was unable to implement its plans. In some areas, school construction was suspended due to lack of funding. The minister requested an additional allocation of at least 3 million rubles to "meet the urgent needs of the industry" (DAVO, F. 6. Inv. 1. Case 146. Fol. 279).

In particular, it was emphasized that at the beginning of World War I, the heads of educational institutions received a directive stating that the MPE believed that classes in educational institutions "should proceed normally as far as possible." A necessary condition was the constant supervision by educational district administrations over the premises of educational institutions occupied by military quarters, hospitals, and infirmaries for the wounded. This was to ensure that in case of "their release, measures were immediately taken to put these premises in order, and if necessary, to resume regular classes in them" (DAVO, F. 6. Inv. 1. Case 146. Fol. 277).

Thus, as archival documents indicate, at the beginning of World War I, education expenditures sharply decreased, complicating the functioning of the sector. Particular attention was paid to the fact that the premises of some educational institutions could be temporarily repurposed as hospitals or could house military personnel. It was the responsibility of the educational district administrations to monitor these facts, and after their release by the military, to do everything possible to resume the educational process in these institutions as soon as possible.

During military operations, secondary and higher educational institutions were evacuated from frontline counties in accordance with regulatory documents governing this process under martial law. Thus, the educational institutions of Volyn Governorate were evacuated and remained under the subordination of the KED trustee. In particular, the director of the Lutsk Male Gymnasium sent the KED trustee an excerpt from the minutes of the economic committee of the Bilhorod Male Gymnasium dated May 16, 1916, regarding the reimbursement of part of the expenses for maintaining the building where the evacuated Lutsk Gymnasium was located, and requested permission to pay the local gymnasium 834 rubles 31 kopecks (DAVO. F. 6. Inv. 1. Case 234. Fol. 20).

The economic committee of the Bilhorod Male Gymnasium, having reviewed the expenses for maintaining the premises of the local gymnasium from September 1, 1915, to May 1916, concluded that the amount of 2,748 rubles 07 kopecks was significantly higher than in previous years. Given that the evacuated Lutsk Male Gymnasium was conducting classes in the premises, it was decided that this educational institution should pay part of the expenses. In particular, it was recommended to pay one-third of the cost of heating and cleaning, garbage removal and disinfection, one-fourth for fuel,

and half for electricity consumed, totaling 834 rubles 31 kopecks (DAVO. F. 6. Inv. 1. Case 234. Fol. 21).

The director of the Lutsk Male Gymnasium informed the KED Trustee that during the evacuation in the summer of 1915, 75 rubles of assistance for 12 weekly lessons were received from the county treasury. According to the Temporary Regulation on the relocation of civil servants at state expense, approved on August 20, 1914, "I mistakenly submitted a request to the Kursk Treasury on November 19, 1915, under No. 1085, for additional payment of this assistance," and as of July 1, 1916, I received a refusal. I enclose a copy of the refusal and a list of gymnasium teachers, specifying the amount of assistance and "the amount that, in my opinion, they are still due." I asked for assistance in issuing the aid, the total amount of which was 1,349 rubles 92 kopecks (DAVO, F. 6. Inv. 1. Case 242. Fol. 15).

Thus, as the analysis of archival documents indicates, despite the fact that secondary educational institutions were evacuated and located far outside the region, they remained subordinate to the KED Trustee. However, given their remoteness, this created obstacles for the quick resolution of issues.

In another case, attention was focused on the fact that on December 9, 1916, the heads of the evacuated educational institutions of the KED received a directive to provide information to the KED Trustee regarding: the condition of the premises of the evacuated educational institutions, the need for their repair and the indication of the necessary expenses for this; the suitability of school furniture, educational support rooms, etc., for the educational process; and the employees of the educational institution who were able to "immediately" start performing their official duties in settlements liberated from Austro-Hungarian and German troops (DAVO. F. 6. Inv. 1. Case 242. Fol. 51).

Thus, after the liberation of parts of the Western counties of Volyn Governorate, the KED trustee requested information on the condition of the premises of the evacuated educational institutions, primarily those located in the liberated county towns. This was because many buildings were damaged as a result of military operations, and some were looted by German and Austro-Hungarian troops.

The imperial authorities kept records of secondary educational institution graduates for their subsequent training for service in the active army. In this regard, in one document marked "secret" from 1916, the director of the Lutsk Male Gymnasium was asked to promptly provide the police with nominal lists of students from the last four senior gymnasium classes, "indicating their place of registration, age, and place of residence in Bilhorod" (DAVO. F. 6. Inv. 1. Case 248. Fol. 14).

In November 1916, the heads of the KED educational institutions received a circular directive proposing to implement the idea of "Fraternal Assistance" in educational institutions. This could be achieved as follows: educational institutions in full, individual classes, student groups, individual male and female students, parent committees, and employees received verified information about the wounded from the Moscow Department of the Society of Universal Assistance and independently sent them financial aid. As a rule, an unmarried person was sent no less than 3 rubles, and a married person no less than 5 rubles per month (DAVO. F. 6. Inv. 1. Case 60. Fol. 5).

Another document dated November 1, 1916, defined the procedure for approving members of trustee boards in secondary educational institutions. Members of the trustee boards of female secondary educational institutions were approved by the Trustee of the Educational District after "presentation by the relevant board" (DAVO. F. 6. Inv. 1. Case 248. Fol. 6).

At the beginning of the 20th century, Volyn witnessed a growing number of secondary educational institutions, driven by the objective needs of societal development. The initiative to open new secondary schools in the region came less from the imperial Ministry of Public Education and more from local self-government bodies. Thanks to their persistent efforts and financial support, some pro-gymnasiums were reorganized into full gymnasiums, and several new ones were opened. For instance, in 1900, another secondary educational institution, a girls' gymnasium, appeared in Rivne. The Rivne City Council played a key role in this, initiating the gymnasium's opening and assuming all financial costs for its functioning. A letter from the Rivne mayor to Baron F. R. Shtengel emphasized that "the Minister of Public Education has permitted the opening of a girls' gymnasium in Rivne, as informed by the Trustee of the Kyiv Educational District." Consequently, an extraordinary meeting of the Rivne City Council took place on September 8, 1900, where a number of key issues related to the opening of the girls' gymnasium in Rivne were settled (DARO. F. 366. Inv. 1. Case 42. Fol. 1-2).

The opening of the girls' gymnasium not only increased the number of educated women in the county but also contributed to the further development of the county town. The Zemstvo also actively participated in the opening of the girls' gymnasium. In 1902, it transferred a building for the gymnasium's educational block to the Rivne City Council's balance sheet free of charge (DARO. F. 568. Inv. 1. Case 51. Fol. 1). In 1904, fulfilling its obligations, the city built a two-story stone building for the educational block. Only in 1908 was it transferred to the disposal of the Ministry of Public Education, and only on the condition that it would continue to house a girls' gymnasium "or another secondary educational institution" in the future (DARO. F. 568. Inv. 1. Case 51. Fol. 1-3).

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The process of opening the Dubno Male Gymnasium unfolded similarly. On April 9, 1908, a meeting of Dubno city plenipotentiaries discussed the need to open a classical male gymnasium in the county center. The local self-government body justified its position by stating that, according to its data, 320-340 children from Dubno county received secondary education outside the county. They also proved that a significant number of parents in the county planned to send their children to a classical gymnasium if one were opened in the county center. On the same day, a decision was made to open a classical male gymnasium in Dubno with the prospect of educating 40 students in each class. Tuition fees were to be 100 rubles per year in main classes and 60-80 rubles in preparatory classes. The director and all teachers of the newly established gymnasium were to be appointed by the KED trustee in accordance with the legislation of the time (DARO. F. 359. Inv. 1. Case 9. Fol. 114-116.).

Following this decision, relevant appeals were prepared and sent to the Volyn governor and the trustee of the Kyiv Educational District with a request to support the opening of the classical male gymnasium. The simplified local self-government body assumed all expenses related to the opening of the new educational institution and prepared an estimate of the necessary costs for organizing the male gymnasium. Soon, thanks to the efforts of the simplified city self-government body, the educational process began in the newly opened gymnasium in Dubno, which largely depended on the financial support of local self-government bodies until 1914. For example, in the first half of 1914, the expenses of this educational institution amounted to 17,126 rubles 15 kopecks, while tuition fees amounted to only 10,140 rubles. The deficit was covered by city budget funds, which was approved by a relevant decision of the local city self-government body (DARO. F. 359. Inv. 1. Case 12. Fol. 69). In February 1914, the trustee of the Kyiv Educational District decided to fully transfer the Dubno Classical Male Gymnasium to state funding starting from the second half of 1914. The gymnasium director and the city council were informed of this (DARO. F. 359. Inv. 1. Case 12. Fol. 65).

Thus, as we can see, local self-government bodies played a key role in the opening of secondary educational institutions in Volyn Governorate. As the analysis of archival documents shows, they were the initiators of opening new educational institutions in the region. In addition to gymnasiums, local self-government bodies also provided financial support to primary educational institutions, some of which were opened and functioned solely thanks to them.

It should be noted that during the period under study, the activities of all educational institutions were under constant control of administrative authorities, as reflected in archival documents. The upbringing and educational process in all educational institutions, without exception, were constantly checked and controlled, and annual appraisals were given by the director of the educational institution for all teachers, influencing their future career progression. Special attention in the appraisals of gymnasium teachers was paid to their political reliability and behavior outside the educational institution. For example, soon after the opening of the Rivne Girls' Gymnasium, a full and comprehensive inspection of its educational work was conducted. The inspection was carried out by the assistant trustee of the Kyiv Educational District. His report on the results of the inspection of this gymnasium not only characterized the educational institution's teachers but also thoroughly analyzed their level of teaching and pointed out shortcomings in the teaching of individual educators after observing their lessons (DARO. F. 568. Inv. 1. Case 3. Fol. 17-18).

During the selection of personnel for secondary educational institutions, their political reliability was particularly carefully checked. Among those considered politically unreliable by the empire's power structures were members of anti-government political organizations that opposed autocracy or participated in anti-government protests. Such individuals were dismissed and prohibited from engaging in teaching activities within the empire. Relevant information with a strict demand not to allow them to engage in pedagogical activity was sent to all secondary educational institutions without exception. In one such document, sent by the KED trustee to the director of the Rivne Girls' Gymnasium, it was stated that, according to the directive of the trustee of the Odesa Educational District, Sh. D. Brodsky was dismissed from his position as a teacher due to political unreliability and was prohibited from engaging in pedagogical work (DARO. F. 568. Inv. 1. Case 50. Fol. 27). A significant number of documents with similar content are stored in the fund of this educational institution and in the funds of other secondary educational institutions. This fact testifies to the strict control by the imperial authorities over the political reliability of secondary educational institution teachers.

Conclusions. Thus, as the analysis of archival documents shows, the imperial authorities constantly monitored the activities of pedagogical staff in secondary educational institutions, and all teachers, without exception, received annual appraisals regarding their political reliability. Simultaneously, the authorities monitored the quality of teaching, especially concerning newly opened secondary educational institutions.

Therefore, a detailed study, analysis, and systematization of archival documents allow for an analysis of the development of secondary education in Volyn Governorate at the beginning of the 20th

century. Special attention is paid to the opening of new secondary educational institutions in the region and the role of local self-government bodies in these processes. As contemporary documents indicate, it was precisely thanks to their funding that a number of new gymnasiums were opened in the region, which became a significant impetus for the development of education in Volyn Governorate. The analysis of archival documents makes it possible to clarify all areas of activity of secondary educational institutions and to characterize the interaction between secondary educational institutions and government and local self-government bodies. At the end of the 19th and beginning of the 20th centuries, imperial authorities paid particular attention to controlling the political reliability of teachers in secondary educational institutions.

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