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TRAINING JUNIOR SPECIALISTS FOR THE MINING INDUSTRY OF THE SOUTH OF UKRAINE IN THE POST-REFORM PERIOD

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ПІДГОТОВКА МОЛОДШОЇ ЛАНКИ СПЕЦІАЛІСТІВ ДЛЯ ГІРНИЧОЇ ПРОМИСЛОВОСТІ ПІВДНЯ УКРАЇНИ У ПІСЛЯРЕФОРМЕННИЙ ПЕРІОД

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The article deals with the issues of training skilled personnel for the mining and metallurgical industry of the South of Ukraine, which actively developed in the second half of the nineteenth and early twentieth centuries.

In the post-reform period in the South of Ukraine an industrial area of the imperial significance was formed. The development of the coal-metallurgical industry required a large number of specialists. Training of profile personnel was carried out in higher and secondary specialized educational institutions. Before the establishment of special educational institutions in Ukraine engineering and technical personnel for the South industry were trained in Moscow and St. Petersburg. However, already in the 1970s, the Lisichansk Shtehyergy School, as well as the Gorlovka Mining School, began to operate in the Donbass, where specialists were trained for the coal industry.

Key words: *South of Ukraine, industry, educational establishments, engineering-technical personnel, stratigraphy.*

Introduction. The policy of the tsarist government in the field of public education was reactionary, which resulted in the development of education slowly and did not meet the needs of the growing industry. Workers and peasants, their children were not able to receive secondary specialized education because they did not have sufficient level of pre-training. In addition, tuition fees were unbearable for the poor.

The organization of the system of secondary specialized education as a whole was backward. Educational institutions violated the sequence in the study of theoretical disciplines, curricula were multidisciplinary, with inconsistencies in theoretical teaching and practical knowledge on selected special subjects. Institutions of secondary specialized education did not have common curricula and programs, they compiled and sought approval in each institution separately. Negative impact on the organization of training in technical schools lack the necessary textbooks and manuals on special subjects.

However, in spite of the disadvantages of training, the pre-revolutionary secondary special school has accumulated and a positive experience of training specialists. In a number of schools, the organization of the educational process was at a high level. The theoretical studies and practical work at the Lisichansk secondary school, Gorlovka Mining School them. S. S. Polyakova, Alexander Mechanics and Technical College.

Analysis of research and publications.

Researchers such as O. Rient, O. Shlyakhov, V. Podov, P. Fomin, S. Shukhardin and others have considered this problem in their writings in one way or another.

The purpose of this intelligence is to analyze the activities of special educational institutions that began to open in the south of Ukraine to meet the needs of the mining and metallurgy industry in profile specialists.

Research results. The autocracy played a key role in the implementation of economic modernization, which diverted the development of heavy industry and transport, which contributed to the completion of the technical coup in the country. In fact, its final stage, which can be dated by the late 1880's, created the real conditions for the realization of capitalist industrialization. It was at this time that the main branches of the economy of the "Little Russian provinces" approved the factory production system. There is a machining of production processes [12, p. 29-30].

The availability of its own iron ore base (Kryvorizhzhya) and large reserves of energy resources (Donbass) led to the formation of metallurgy. Extraction of iron ore in the Krivoy Rog basin with 6.9 million pounds in 1885 increased to 66.7 million pounds in 1895. The development of metallurgy stimulated the development of coal deposits. In 1868 coal mining in the Donbas amounted to 6 million pounds, and after a quarter century - 240 million pounds. In the period of 1873-1882 gg. The number of mines increased from 88

to 179 [8, p. 137]. Such intensive development of the coal-metallurgical industry required skilled personnel, the lack of which was felt very acutely.

The Lisichansk secondary school has made a significant contribution to the training of skilled personnel for the mining industry in the South of Ukraine. The initiative to create this educational institution was revealed by the leadership of the Luhansk mining district. In 1870, the head of the mining district counselor Mykola Terentyevych Letunovsky (1808-1884) proposed to open a mining school in Lisichansk. The development of the mining and metals industry in the Donbass required the training of qualified specialists [2, p. 128].

On December 2, 1870, the State Council of the Department of the State Economy, which considered the estimates of the Mining Department in 1871, by decree No. 648 ordered the Minister of Finance to take into account the possibility of establishing a secondary school at the Lisichansk Plant, in which students would be able to obtain practical mining data on extraction Coal [3, p. 22].

Initially, the Mining Officer of Lugansk District M. Letunovsky intended to establish not a secondary school, and a secondary school, that is, an average mining school. He developed the draft charter of the educational institution and filed it for consideration by the Mining Scientific Committee. On November 3, 1871, the committee reviewed the project of M. Letunovsky and handed over the draft statute of the Lisichansk Shtehyerg School to the consideration of the mining engineer V.G. Yerofeyev, which is in line with the draft of a number of amendments. In his opinion, students should be admitted to an educational institution not from 13-15 years, but from 15-17 years. In his report, V. Yerofeyev praised the program of teaching, and in the end wrote that the word "school" should be replaced by the word "school". The draft statute was revised in accordance with the remarks. The Chief of the Lugansk District proposed to draw up a staffing schedule and determine the cost of maintaining the school.

May 21, 1872 Emperor Alexander II approved the provisions of the Lisichansk Shtejerg school and the staffing of the educational institution. The position on the school states: "Lisichanskaya Shtejerskaya school, founded in the mountain village of Lisichansk Bakhmut district of Ekaterinoslav province, is aimed at preparing the trainees, that is, masters of the ore mining coal region of Donetsk" [3, p. 23]. According to the provision, the school should have been kept with the treasury, be in charge of the head of the Luhansk mining district and under the supervision of the steward of the Lisichansk Iron and Steel Works. On its maintenance was allocated 11350 rubles. per year [9, p. 420].

Under the school decided to adapt the existing buildings of the mine stables. It was planned to open the school on September 1, 1872, but due to lack of appropriations, it was not time to redevelop the building and the school was opened in a year.

In August 1873, the first students in the 1st and 2nd grades of the school of secession were accepted. "Provision" was supposed to teach at the same time 40 people at the school. However, as a result of the significant influx of young people into school, in the first years of their studies 1.5-2 times more students were studying than was planned [5, p. 189]. In 1910-1911 he studied 145 people [7, p. 155].

School was attended by young people of all walks of life. Of particular interest are the data on the status of the students of the Lisichanskaya Shteherskaya school. So, out of 38 students who entered the period from 1873 to 1874 There were 8 children of nobles and officials, 1 landlords and 11 villagers and 11 villagers, and 11 townsmen and other classes. 7 people left the village for a year. In 1874-1875, Mr. There were 7 children of noblemen and officials, 2 of them merchants and honorary citizens - 2, of rural residents and peasants - 5, of spiritual rank - 6, of townships and other classes, entered the 1st form of 24 persons, in the 2nd - 4. - 6 persons [7, p. 156]. As we see, most of the students were children of privileged status.

Entrants were exams in the course of elementary schools. The term of study was four years. The following subjects were included in the curriculum: God's Law, Russian Language, Geography, History, Arithmetic, Algebra, Geometry, Trigonometry, Mineralogy, Physics, Chemistry, Geodesy, Petrography, Geology, Mechanics, Mining and Surveying, Drawing and Drawing. Every day, in addition to theoretical ones, practical classes were held in the carpentry, the smiths or in the school curriculum.

During the summer holidays (June-September), pupils of grades 2-4 were practicing at public and private mines, in particular, in the well-equipped Dagmar mine. Second class students, besides working in the faces, were copying mine and topographical plans; 3rd grade students worked in their faces and prepared drawings and drawings of mine machines and mechanisms; 4th-grade students performed a geodetic survey of nature. At the end of the practice, students of grades 3-4 were supposed to hand over reports that seemed to be diploma work. During the holidays excursions to the best Donbas mines were organized [5, p. 156].

It should be noted that the rights of graduates of the Lisichansk Shtejerg school were extremely limited. They did not have the right to enter higher education institutions directly, since the secondary school was not officially a part of secondary education, and when entering the civil service, its graduates did not enjoy the right to assign ranks. Mining industry was interested in reducing the rights of the laborers - this made it possible to lower their labor costs at the same time, and at the same time keep them in production, given that the Lisichansk school straps were considered first-class.

In the first decade, the Lisichansk Shtehyerskaya school produced 106 mining specialists who have proven themselves well in the mines of Donbass and other regions [6, p. 155].

The educational institution was constantly in the field of the Mining Department, and not only. In 1877, four Don Cossack Army scholarships were established for the best students, and in 1878 the Museum of the Mining Institute began collecting a mineral collection, which in 1881 was transferred free of charge to the Lisichansk Shtejergsky School [2, p. 333].

In 1888 the school visited the scientist-chemist D. I. Mendeleev. He highly evaluated the training in it, well responded to the practical training of treaders and their work in mines [2, p. 129]. In his article, "The Future Power Resting on the Dons' Shores," he wrote that the school is preparing "not masters and not classical doctrinaire", but true specialists [3, p. 24]. The same positive responses to the preparation of the Lysichanskaya Shtejergskaya school students were given by prominent scientists of that time, for example, Professor I. A. Timme - one of the first organizers of wide vocational education. Ivan Augustovich noted the importance of preparing masters for mines in a high school. "Everywhere in the mines," he wrote, "we managed to hear praise in relation to Lisichanskaya school" [9, p. 419].

Among the teachers of the schooling school at different times were such highly educated mining specialists as Ivan Ilyich Zelentsov (1844-1910), Dmitry V. Dunchych (1850-1906), and others.

Lisichanskaya Shtejhorskaya school issued from 1874 to 1917 705 well-trained tugs, which were highly valued in the mines and pleased inviting not only to the mines of Donbass, but also to other coal basins. Often, graduates of Lisichanskaya Shtejergskaya school hired in the mines of engineers and had in their subordination to graduate engineers [10, ark. 33].

However, the Lysichanskaya Shtejergskaya school could not fully meet the needs of the coal industry in junior specialists. Therefore in 1877 the Gorlovka Mining School was founded. S. S. Polyakova. It was a private educational institution and was kept in the early years at the expense of the Society of the Southern Russian Coal Industry, on private funds of the chairman of the Board of Trustees of the School SS S. Polyakov and other coal industry, as well as on the funds received for study.

Mining school was in charge of the Ministry of State Property and was arranged in order to prepare it for mine surveying, treaders, machinists and in general supervisors for special mining operations. The school's statute has been developed in accordance with the "Regulations" of the Lisichansk Shtejheryg School and the statute of the Alexander Railway College. The structure of the school cost the Society 34 500 rubles. The school building - a large three-story stone house, covered with iron - stood near the line of the Kursk-Kharkiv-Azov railway [1].

Annually in the Mining School were 29 people. Due to the fact that the percentage dropout of pupils was significant, the total contingent of the four groups was 60-80 people. The school hosted children of miners, officials, priests on the recommendations of influential

people. Upon entrance examinations, persons who completed six classes of a real school, six classes of the gymnasium, or a two-year school of the Ministry of Public Education were admitted. Due to the fact that the Gorlovka School was private, students had to pay a tuition fee of 150 to 180 rubles. per year [6, p. 155].

Since 1905, the Mining School has been transferred to the Ministry of Trade and Industry. However, there was no provision for scholarships. The term of study at the school was four years, with the first three courses - theoretical training, the fourth - the practice. During the period of theoretical study, the pupils visited the mine once a week under the guidance of the master. During the summer holidays students worked in mines, arranged there independently. In the last year of study, the pupils worked as assistant tigers for eight months. After completing the practice, they completed the final exam, and those who withstood him, appropriated the title of master.

Gorlovka School was essentially a secondary special educational institution. However, his graduates, like the graduates of Lisichanskaya Shtejhorskaya school, did not have the right to enter higher educational establishments on a par with those who received secondary education.

It should be noted that at the end of the nineteenth century. only lower technical educational institutions acted in Ukraine, there were no secondary schools. And only the first years of the twentieth century. can be considered the beginning of the development of a secondary technical school in Ukraine, which aimed at training secondary technical personnel for industry. In the period of 1900-1911 in Ukraine, the following secondary technical educational institutions were opened: seven-level mechanics and technical school in Aleksandrovsk (Zaporizhia), a normal four-level mechanics and technical school in Mykolaiv, an eight-level agricultural technical school in Kamyanets-Podilsky and seven-level mechanics and technology - in the village Klinty Chernihiv province [11, ark. 1-6].

In addition to secondary technical schools in the early twentieth century. New, more simplified and "cheap" types of educational institutions have been created in Ukraine. So, in 1900 the school of mining tenants was opened in Makeyevka, and in Horlovka there was a mining school. In 1908, the Charter of the Novocherkassk school of dignitaries was approved [3, p. 27]. School leaders were an important form of technical training for junior practitioners for the industry.

On the eve of the First World War, secondary technical education institutions of a special type (such as technical schools) began to appear in private initiative in Ukraine. These included: electrotechnical courses by O. Melnykov in Kharkiv (from January 1910), Kiev Technical Courses-Technical School V. Perminov (from October 1908), Katerynoslav Technical Courses (technical school) V. Korobochkina (from January 1911) [3, p. 27; 4].

On the eve of the October events of 1917 in Ukraine there were 18 secondary technical educational institutions, which annually produced 300-350 specialists. However, such a small number of secondary technical schools with a small contingent of students did not provide the industry with specialists in secondary education. For example, until 1910 all the secondary technical schools of the Russian Empire, which trained specialists in mechanical, chemical, construction and mining specialties, prepared no more than 4 thousand technicians. All this led to the fact that the average technical personnel were formed mainly from masters-practitioners who could handle a stable system, established production technology, but were not able to work with new technology and new technology [3, p. 28].

Thus, the development of the coal-metallurgical industry in the South of Ukraine in the post-reform period required a significant number of specialists. Training of profile personnel was carried out in higher and secondary specialized educational institutions. Before the establishment of special educational institutions in Ukraine engineering and technical personnel for the South industry were trained in Moscow and St. Petersburg. However, already in the 1970s the Lisichansk Shtehyergy school began to operate in the Donbass, as well as Gorlovka Mining School named after them. S. S. Polyakova, where specialists were trained for the coal industry.

At the end of the nineteenth and early twentieth centuries. with the opening of new educational institutions, the pace and volume of training of engineering and technical intelligentsia grew, but this volume did not meet the needs of industry in Ukraine.

The problem considered has prospects for further research, in particular, concerning the training of personnel for Ukraine's heavy industry in higher education institutions at the beginning of the 20th century.

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Довжук І. В. Підготовка молодшої ланки спеціалістів для гірничої промисловості Півдня України у післяреформений період

У статті розглядаються питання підготовки кваліфікованих кадрів для гірничо-металургійної промисловості півдня України, які активно розвивалися у другій половині XIX - на початку XX століття.

У пореформений період на півдні України сформувалася промислова зона імперського значення. Розвиток вугле-металургійної промисловості вимагало великої кількості фахівців. Навчання профільного персоналу здійснювалося у вищих і середніх спеціальних навчальних закладах. До створення спеціальних навчальних закладів в Україні інженерно-технічний персонал для Південної промисловості проходив підготовку в Москві і Санкт-Петербурзі. Проте вже в 1970-х роках на Донбасі почали діяти Лисичанська школа гірників, а також Горлівська гірничої школа, де готувалися фахівці для вугільної промисловості.

Ключові слова: південь України, промисловість, навчальні заклади, інженерно-технічний персонал, стратиграфія.

Довжук І.В. Подготовка младшего звена специалистов для горной промышленности Юга Украины в пореформенный период

В статье рассматриваются вопросы подготовки квалифицированных кадров для горно-металлургической промышленности юга Украины, которая активно развивалась во второй половине XIX и начале XX века.

В пореформенный период на юге Украины сформировалась промышленная зона императорского значения. Развитие угольно-металлургической промышленности требовало большого количества специалистов. Подготовка профильных кадров проводилась в высших и средних специальных учебных заведениях. До создания специальных учебных заведений в Украине инженерные и технические кадры для юга промышленности проходили подготовку в Москве и Санкт-Петербурге. Однако уже в 1970-х годах на Донбассе начали функционировать Лисичанское училище энергетики, а также Горловское горное училище, где готовили специалистов для угольной промышленности.

Ключевые слова: юг Украины, промышленность, учебные заведения, инженерно-технические кадры, стратиграфия.

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