

Private education in Crimea in the 19th- early 20th centuries: background, foundation, structure

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Abstract. The social development process taking place in Russian Federation, the development of new democratic society and its integration into the world and European cultural and educational space have led to an active innovational increase of pedagogical concept and experience, the example of which is represented by private education. The situation in the sphere of education development, determined by directive public administration rejection, the latest configurations of social and educational interaction construction determined the necessity to study the private secondary educational institutions foundation process within the educational reform and its integration into the national education system.

1 Introduction

1.1 Education development basic tendencies

According to “Development of Education” Russian Federation state program for the period of 2018-2025, one of its main directions is to support the development of the non-state education sector, that is also connected with education sector financial reduction, which can be proved by the amounts allocated for 2021 – 248580528.7 thousand rubles, for 2023 – 187401292.6 thousand rubles, for 2025 – 179299637.3 thousand rubles. Thus the private education becomes of particular interest [1].

Also, according to the Russian Federation Government report to the Russian Federation Federal Assembly on the implementation of state policy in the sphere of education, a number of steps are being taken to develop the education infrastructure, including the private sector as well [2]. Taking it into account, it can be stated that private education is rapidly developing today and takes a certain space in the market of educational services.

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In conditions of expanding the range of educational services and reducing the state financing of education, which is typical for all countries, the interest of society and science to such a segment of the education system as the private one is increasing [3].

The development of private education today increases the importance of studying the history of education in Russia and requires a detailed analysis of similar educational institutions in pre-revolutionary Russia in order to analyze and introduce positive experience.

1.2 The objective and the tasks of developing private education in the region

The objective is to conduct a historical and pedagogical analysis of private education foundation and development in Crimea in the 19th – early 20th centuries. To achieve the certain objective of the present study, the following tasks were imposed:

- to analyze the state of this problem in the historical and pedagogical literature, to determine the main definitions of the term “private education”;
- to determine the preconditions for the foundation, stages and factors of the foundation and development of private education in Crimea in the 19th – early 20th centuries;
- to determine the structure of private education in Crimea within the period researched.

2 Methodological framework

2.1 The term “private education” in historical and pedagogical literature

The following research methods were used: theoretical (analysis, synthesis, comparison, systematization of facts which reflect the process of education environment digitalization); searching for specific information (for collecting, selecting, processing and analyzing the data concerning modern scientific investigations which highlight the research problem).

3 Results

3.1 Research methods

On considering the term “private education” content in the works of modern researchers it became obvious that in the paper by E.V. Ustinova “Private school education in Russia in the context of a new educational paradigm”, private education is recognized as a system of private educational organizations created by individuals, societies, organizations that perform their activities on tuition fees, donations, state subsidies [4].

Researcher E.R. Anafieva in the paper “Theoretical substantiation of the phenomenon of private education considers the term “private education” as education provided by private educational institutions of various types, established not only by the state, but also by means of providing home education [5].

In the research “Development of private education system in the Urals: 1861 – February 1917” by M.V. Egorova the term private education is mentioned as a certain system created to receive and exchange the social and cultural experience accumulated by society through private, non-state educational institutions. The main difference between private and public education is the possibility of choosing programs for which training itself is carried out both by the teacher and by the students. The main structural element of private education is the private educational institution, which is owned by a private person or organization, which takes legal, financial and moral responsibility for it [6].

Scientist A.A. Kalsina in her paper “From the history of private education development in Russia” considers private education to be an institution that originated before the education system has been created, consisting of private schools, colleges, other secondary educational institutions, private higher educational institutions, as well as home teachers and mentors. Private educational institutions are established by organizations or individuals whose main source of income is usually represented by tuition fees [7].

In the papers of researchers mentioned above as well as of many other scientists, there have been made several attempts to reveal the essence of private education, however, a complete definition has not been formulated yet.

On considering the origins of private education concept in historical literature it becomes clear that originally the concept of private education was mentioned in an official document called the School Charter organized under the jurisdiction of Universities dated December 8, 1828, approved by the Ministry of Public Education [8].

Chapter 8 of the present Charter “On private educational institutions and teachers not serving in the department of the Ministry of Public Education”, “Charter of public schools establishes that an educational institution” established by public organizations and individuals, as well as the ones financed at their expense, were considered to be the private ones. In those documents the types of private educational institutions are represented along with the opening procedure and the requirements for them.

In 1834 the Public Education Ministry adopted the “Regulations on Home Tutors and Teachers” aimed at improving the quality of education both in private schools and by home education. Being based on this statement, private education can be considered as both non-private educational institutions, and home education, provided by home teachers and mentors in private homes [9].

In E.A. Brockhaus and I.A. Efron encyclopedic dictionary (1893), the term private education is not represented as it is, but it contains the definitions recognized as different types of institutions created by individuals or communities, under which there function the boards of trustees, consisting mainly of those who finance these institutions. The main source of funding is tuition fees, as well as small amounts of benefits from cities, regions and donations [10].

L.V. Garashchenko in her paper headlined “Private national schools in Irkutsk (mid-19th – early 20th centuries)” states that private education is represented by educational institutions created by individuals, religious communities, national communities that exist on tuition fees, donations from individuals and communities [11]. The scientist A.A. Berzina in the paper “Private educational institutions activities legal regulation in the Russian Empire” considers private education as a component of the state education system consisting of several private schools, colleges, schools, institutions of primary, secondary and higher education, established by individuals on executive authorities permission and having a certain freedom in financial and teaching activities [12].

In the papers touching the legal aspect, researchers A.V. Mantulenko in the article “Public-private partnership in education” [13], A.A. Krivopalova in the study “Public-private partnership in education” [14], M.S. Melnikov in the paper “The use of public-private partnership in education” [15], R. Dzhandosova in her article “On public-private partnership in the sphere of education” [16] private education is described as public education complementary system integral part, consisting of private educational organizations of all types and levels, as well as business entities and self-employed individuals providing services in the sphere of education. Private sector education services are monitored by government and observing committees.

Being based on mentioned above, it becomes clear that the concept of private education does not have a precise definition either in Regulations or in the papers of various scientists. Analyzing scientific literature, the following author’s definition can be

represented: “private education is the one provided by the system of non-state educational institutions of all types as well as established by individuals, public organizations, charity funds, religious, educational organizations in order to provide educational services, home, family education, as well as business entities and self-employed individuals providing educational services.

The budget support of such institutions is carried out through providing the commercial educational services, donations, both by individuals and various organizations.

On considering the preconditions for creating the private educational institutions; researcher S.P. Romanov in the paper “School education foundation and development in Russia in the middle of the 19th – early 20th centuries within the example of the eastern part of Moscow province and the city of Kolomna schools” identifies socio-economic preconditions, including the development of economy, industry, enterprises, agriculture, as well as political preconditions connected with the official policy conducted [17, p.74]

Scientist M.A. Goncharov in the article “Private and public initiative organization and management in the process of pedagogical education in Russia in the second half of the 19th – early 20th centuries” pays special attention to historical and cultural preconditions, which contain changing the priority of the middle level population aimed at fortifying the spiritual and moral basis of private and public initiative in education, as well as organizational and pedagogical preconditions expressed in a variety of ways, improving the regulatory framework, advanced pedagogical ideas and experiments [18, p. 209].

3.2 The preconditions of foundation and development of private education in the region

Having summarized the analysis of researches devoted to studying the education foundation and development in pre-revolutionary Russia, the following preconditions for creating private educational institutions can be identified: political, socio-economic and pedagogical, which had a significant impact on their foundation.

On considering the political background these include, first of all, change of political regimes, governments, leaders, and especially the administrative-territorial structure of the entire country and its regions.

The Crimean Peninsula became the part of the Russian Empire on April 9, 1783. For almost a year, the administration of the peninsula was carried out by the military authorities by the Muslim council specially created for this. Only on February 2, 1784 there was issued an order, according to which the Tauride province which included the Crimean Peninsula and Taman was established. New cities such as Simferopol, Sevastopol, Kerch, Yalta were founded on the territory of the peninsula.

Grigory Potemkin was appointed to the position of the first governor-general of Taurida province. The population of the peninsula was multinational, where Tatars dominated in number. However, after the change of political regime, many of them left Crimea and went to Turkey. The authorities faced the problem of inhabiting unsettled territories, and after signing the Kuchuk-Kainardzhiyskiy Peace Treaty in 1774 there began the regular Taurida province colonization. Since the end of the 18th century the government in Crimea began to resettle state peasants and people of different classes from the central provinces of the country.

After moving to Crimea, many people faced the problem of educating their children. State educational institutions opened, but they could not fully meet the population needs, so the private ones began to open and simultaneously, home education got in demand. Analyzing the social and economic preconditions in the paper “Organizational and legal basis of agricultural education foundation in the Taurida province (first half of the 19th

century)” by Yu.V. Chudnovets, it can be concluded that after the peninsula annexation there began the development of cities, industry and agriculture.

The development of agriculture required efficient workers in this sphere, so both public and private schools and gardening and horticulture classes were created [19, p.92]. From the paper “Economy and Life: Economic and Trade Experience in Crimea during the First Decades after the Annexation to the Russian Empire” by researcher D.V. Konkin it follows that the development of viticulture in Crimea required efficient personnel, therefore, in addition to the state school of winemaking in Sudak, v. Rouvier in 1805 opened a private viticulture school and a greenhouse in the area of LaspiHarbour, Yalta district [20, p.184]. New factories, plants and enterprises were being opened as well.

The development of industry in general caused the need in specialists of various spheres, therefore, along with the state ones, private vocational and craft schools, private classes, etc. began to open. Being based on the monograph “Education and Pedagogical Thought of the Crimea (19th – early 20th centuries)”, edited by A.V. Gluzman and L.I. Redkina, it follows that the construction of the Lozovaya-Sevastopol railway completed in 1875, had a great influence on the development the peninsula economy, and also allowed children from wealthy families to be educated on the mainland of Russia, which had a positive effect on exchanging experience with the mainland educational institutions [21, p.46].

Pedagogical preconditions. On highlighting the pedagogical preconditions it is possible to say that the 19th century is characterized by new phenomena in the history of pedagogical thought. The development of capitalism, the social contradictions aggravation, the growth of revolutionary spirit, the revolutionary democratic movement, the serfdom abolition – all this definitely contributed to the development of education. Prominent teachers of the 19th century opposed the social class school with its drilling system and separation from life, theory and practice.

3.3 The periods of private education foundation and development in the region

The development of private education contributed to the intellectual, spiritual and moral development of the people and stimulated the creative potential of teachers, making the implementation of innovative technologies and methods of teaching and upbringing possible at that time [20].

On highlighting the private education foundation and development stages in Crimea we can refer to researcher A. Kalsina who in the article “From the history of the development of private education in Russia” identifies five stages of private education foundation and development. The first stage refers to the period prior to Peter the Great’s transformations; the second stage – prior to Alexander I reform on creating a state education system; the third stage – prior to the reforms of the 1860s.; the fourth stage – up to the end of the 19th – beginning of the 20th centuries; the fifth stage is associated with the realities of post-Soviet Russia [20, p. 70]. Scientist S.V. Sergeeva in her candidate of pedagogical sciences dissertation “Foundation and development of private school education in Russia (last quarter of the 18th century – the first half of the 19th century)” identifies four stages.

In her opinion, private education had a number of stages in its development: Stage I – “spontaneously independent” (17th century – 1770s); Stage II officially recognized and socially guided (last quarter of the 18th century – the beginning of the 20th century); Stage III – officially prohibited (from 1923 to the end of the 80s of the 20th century); Stage IV – liberal-democratic (from 1988 up to the present) [21]. Being based on the analysis of historical and pedagogical literature and archival documents, we will determine the following stages of private education foundation.

The second stage (1833-1856) demonstrates the strong dynamics of state supervision over the private educational institutions activities, which is reflected in the regulation procedure for private institutions opening and functioning; a system of administrative control over the state policy implementation in teaching and educational activities of private institutions along with the system of punishments for fines and imprisoning those who did not adhere the law.

A strong opinion regarding the negative influence of foreign morality on the younger generation was spread. Thus it became the reason for limiting the influence of boarding school foreign establishers as well as for making stronger requirements on those who wish to open a private educational institution or be engaged in teaching activities; the Russian element got fortified (compulsory teaching of the Russian language, Russian geography, Russian history in private boarding schools); the advantages were granted to state educational institutions by limiting the number of private schools managed by official documents that guided the activity of private institutions.

Third stage (1857-1899) can be characterized as a period of support, encouragement and state commitment to private education; the analysis of the researched period official documents demonstrated that the main requirements contained in them contributed to the development of private institutions.

Reducing the number of private and boarding schools in the capital cities (1857), opening the private women's boarding schools in the Western provinces (1858), granting the trustees the right to authorize the private institutions independently, providing freedom in choosing a certain course of study (1868) led to great excitement in the development of private initiative. Private educational institutions began to work according to the school programs.

The fourth stage (1900-1917) is characterized by the development of public initiative, which led to an increase of various types private institutions. Within this period, there was a strict centralization of private school education management, by means of the approving various Regulations aimed at controlling several spheres of private sector. On completing the study, it can be concluded that the preconditions represented in Table 1 influenced the private education foundation in Crimea.

Table 1. The main preconditions of private education foundation in Crimea.

Political preconditions	Reunion of Crimea and Russia (1783) Establishing the new administrative-territorial division. The new cities foundation. Population migration, multinational composition of Crimea
Social and economic preconditions	New factories, plants, enterprises creation. Economic development. Agricultural development. Railway construction Tradedevelopment
Pedagogic preconditions	The ideas of the 19th century prominent teachers. The innovative technologies, methods of teaching and education introduction

The analysis of various sources made it possible to identify the main stages in the process of development the private education in Crimea, demonstrated in Table 2.

Table 2. The main stages of private education development in Crimea

The first period (1802-1832)	The second period (1833-1856)	The third period (1857-1899)	The fourth period (1900-1917)
The period of private education foundation within the state system.	Fortifying the state supervision over the activities of private educational institutions.	A period of governmental support, encouragement and commitment to private education.	Public initiative development, the number of private educational institutions increase.

Being based on archival documents, scientific and pedagogical literature analysis, researched by various scientists, the structure of private education in Crimea in the 19th – early 20th centuries can be defined as follows (table 3).

Table 3. The structure of private education in Crimea in the 19th – early 20th centuries.

The Ministry of Education					
↓					
University (The Emperor’s Novorossiysk University)					
↓					
Educational district (Odessa educational district)					
↓					
Higher educational Institutions	Taurida Province Director of schools				
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Primary Educational Institutions</th> <th style="width: 50%;">Secondary educational institutions</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Private elementary schools, colleges, boarding schools, etc. maintained by individuals, public organizations, communities at factories and plants. - Private preparatory institutions. - Private, elementary national schools. - Private literacy schools. - Private higher primary colleges. - Elementary schools in charity shelters. </td> <td> <ul style="list-style-type: none"> - Full rights men and women private grammar schools as well as with students’ rights. - Full rights men and women private schools as well as with students’ rights. - Private boarding houses. - Professional educational institutions, classes. </td> </tr> </tbody> </table>	Primary Educational Institutions	Secondary educational institutions	<ul style="list-style-type: none"> - Private elementary schools, colleges, boarding schools, etc. maintained by individuals, public organizations, communities at factories and plants. - Private preparatory institutions. - Private, elementary national schools. - Private literacy schools. - Private higher primary colleges. - Elementary schools in charity shelters. 	<ul style="list-style-type: none"> - Full rights men and women private grammar schools as well as with students’ rights. - Full rights men and women private schools as well as with students’ rights. - Private boarding houses. - Professional educational institutions, classes.
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4 Discussion

The study of historical and pedagogical literature demonstrated the lack of a comprehensive historical and pedagogical research on the formation and development of private education in Crimea issues within the researched period.

The concept “private education” is considered as education provided by the system of non-state educational institutions of all types, established by individuals, public organizations, charity funds; religious, educational organizations aimed at providing

educational services, home, family education, as well as business entities and self-employed providing educational services.

So, some aspects of private education are considered in the papers by S.P. Romanov, M.A. Goncharov, A.A. Kalsin, M.V. Egorova, E.R. Anafieva, in their works various aspects of private education foundation and development in Russia are represented while the region researches is described briefly.

5 Conclusion

Taking into account all mentioned above, it becomes clear that the concept of private education does not have a precise definition either in Regulations or in the papers of various scientists. On conducting the scientific analysis, the following author's definition can be made: "private education is education provided by the system of non-state educational institutions of all types and types established by individuals, public organizations, charity funds; religious, educational organizations aimed at providing educational services, home, family education, and as well as business enterprises and self-employed individuals involved in providing commercial educational services. Financing such institutions is carried out by providing the commercial educational services, donations contributed both by individuals and various organizations".

In the process of further studies it becomes necessary to define the term "private education" at the official level, identifying its structure, elements and interrelation. Having achieved the objective of the study the private education foundation and development preconditions in Crimea in the 19th – early 20th centuries were identified. Research materials, theoretical positions and conclusions have a certain value for developing pedagogical science and practice.

They contribute to a significant deepening of the existing point of view concerning the theory and practice of private education during the period of founding the legislative regulations of the state education system in Russia. The study creates both the preconditions for the legal and scientific-methodological support of modern non-state educational institutions activities and the development of teacher training programs.

6 Recommendations

The materials of the article can be useful for specialists and pedagogical research centers managers involved in studying pedagogy, the history of pedagogy, as well as for specialists of educational organizations.

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