

# Training to professional fulfillment: the history of women's education in Ukraine (at the end 19th – early 20th centuries)

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**Abstract.** The article is focused on the findings of the research of women's professional education in the context of their self-fulfillment opportunities in Ukraine at the end of 19th-beginning of the 20th century. The current state of research on pedagogical theory's chosen topic is outlined. The peculiarities of training women in professional educational institutions of different profiles and levels were determined considering the socio-economic, socio-political events in Ukraine and specific purposes, tasks and functions, and foreign trends in women's professional education. The government impact, charity and educational societies' focus on women's professional education in Ukraine has been analyzed. The main emphasis has been placed on the problem of special education for representatives of national minorities, deprived children, and orphans. The theoretical analysis of constructive ideas of women's professional education experience of the late 19th – early 20th century in the new context of Ukraine's socio-economic development is substantiated.

## 1 Introduction

The ongoing changes in various spheres of life in Ukraine raise problems in determining the place and role of women in democratic developments. The status of women in the state is an indicator of its progress, and without giving them access to all areas of human activity, society cannot progress sustainably. Ukraine is a member of the European Council, which has established the objective of fostering gender equality. Furthermore, our country has ratified the International Conventions on the Elimination of All Forms of Discrimination Against Women and Equal Treatment and Opportunities for Working Women and Men, committing itself to making every effort to improve the social status of women, ensure equal educational opportunities, and create the environment for professional fulfillment.

The reform of vocational education, its organization on the principles of specific ideas, education and training programs based on gender principles in the education among both genders. We believe that the study and further implementation of the advantaged ideas of women's educational institutions achievement in the second half of the nineteenth century – the beginning of the twentieth century in Ukraine can contribute to this. The subject is crucial, appealing and little researched. For a long time, it was thought that pre-revolutionary Ukraine did not provide vocational training for women at educational institutions with separate training.

Our research aims to conduct a historical and pedagogical analysis of the development of women's professional education in Ukraine in the late nineteenth and early twentieth centuries in order to identify rational ideas of the historical experience of women's education and the prospects for their use throughout the development of modern models and concepts of professional education in Ukraine.

## 2 Materials and methods

Our research focuses on investigating rational ideas concerning historical experience of women's education, as well as opportunities to develop contemporary models and concepts of professional education in Ukraine at the end of the nineteenth and turn of the twentieth centuries. Throughout the scientific analysis, the following research methods were used: statistical, comparative-structural, structural-functional, problem-value, and retrospective logical-system analysis enabled us to identify and classify the research material on the development issues of women's vocational education in Ukraine; extrapolation method enabled the dissemination of the findings obtained by analyzing the documents on the performance of individual women's educational institutions to the network of institutions for the professional education of women; chronological method allowed the study topic to be viewed in dynamic changes and time sequence.

The overall methodology relies on philosophical theories of academic knowledge, personality theories, and philosophies of personality development in a multicultural environment. It focuses solely on history, consistency, science, and personality principles to learn the evolution and development of pedagogical systems, ideas, and historical

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science of human development assumptions, taking ethno-social and chronological factors, the conceptual statements of the psycho-pedagogical and public sciences, the ideas of modern educational philosophy, the new paradigm of education, humanisation and vocational education.

We explored the role of women's professional education in Ukraine during the second half of the nineteenth and early twentieth centuries in particular with regard to socioeconomic and sociopolitical events in the Russian Empire as a whole and in Ukraine, and certain foreign trends in the development of women's professional education. The specific aims, tasks and functions of women's vocational education, which, despite lagging behind the development of men's education, was an integral part of the state's educational system, were considered at all stages of the scientific search. Furthermore, the work of women's educational institutions was regulated by a variety of normative legal documents. The scientific research made it necessary to study many archive and literary sources and dissertation research results. The research of O. V. Anishchenko reveals historical and pedagogical features of effective education and self-fulfilment of women in Ukraine [1]. Certain aspects of women's professional education development in Ukraine during the study period are reflected in dissertations of V. A. Dobrovolskaya (specifics of women's education in the South of Ukraine (1901–1910) [2], Zh. Kundiy (experience of women's medical education in the scientific and pedagogical heritage of M. V. Sklifosovsky (1836–1904) [3], I. L. Likarchuk (generalized classification of establishments of lower craft education for women and some features of their management (1888–1988) [4], K. A. Kobchenko (features of functioning of Higher women's courses) [5]. In the context of other research issues, the peculiarities of functioning of women's educational institutions are indirectly considered in the works of N. F. Beniukh (discussions of pharmaceutical education of women in Galicia) [6], N. M. Demianenko [7], I. I. Prudchenko [8], Y. H. Uliukaieva (pedagogical education of women) and in dissertation researches of other scientists [9]. The works of T. Martseniuk (factual education in Ukraine and abroad in historical and pedagogical and gender contexts) [10], T. P. Fazan (women's spiritual world in the Orthodox monasteries of Ukraine 19th – first quarter of 20th century) [11] and others make up the research.

An analysis of a considerable part of the archive and literary sources of historical significance enabled us to conclude that in Ukraine, the history of women's education in the second half of the nineteenth and the beginning of the twentieth century was not the subject of the integral fundamental research of historical and pedagogy context. Relevance is also determined by the focus on the historical sources of the studied period significantly broadens our understanding, particularly about the evolution of educational and spiritual systems in women's vocational schools of different types. The general educational level of the Ukrainian population, including women, and their professional training; the trends in the development of women's professional education in the context of socio-political and

cultural upheavals in Ukraine as a part of the Russian empire.

### 3 Results and discussion

Like any other cultural process, the development of women's education in Ukraine has certain peculiarities. Against the changing economic and political background of the society, the issue of women's education was first disappearing from the agenda, then coming back to the fore, disturbing officials, state and public figures, academics and ordinary citizens of different social classes, religions.

In the eighteenth century and the first half of the nineteenth century, women's professional activity was mainly pedagogical work. They worked as domestic teachers and educators and later as public schools teachers. Most women were engaged in housekeeping and acted as housekeepers. During that time, the first Institute for Noble Girls in Ukraine was established in Kharkiv (1812), where students could be engaged in teaching activities [12], as well as one of the first professional institutions of handicraft profile – Odessa Professional Maidens' School (1817) [13].

Until the second half of the nineteenth century, girls received their education mainly in the institutes of noble girls, religious schools, private boarding schools and at home.

In the second half of the nineteenth century, the reforms in the education system became available for the lower classes at all levels, including the university. Regulations and directives on the functioning of certain male institutions acquired legislative status. It was at this time, influenced by the development of industry, shifts in science and technology in the Russian Empire and many European countries, that women began to work in new branches of production, as well as in areas that had previously been considered male: stenographers, engineers, telephone operators, accountants. All these professions required a certain level of education and training [14].

The specific attitude of Russian Empire society to women's issues determined the distinctive approaches to the organization of women's education, including vocational education. Its development was prolonged and began later than that of men's education. General and professional women's education did not meet the educational needs of women, significantly lagging behind the demands of life. At the end of the 19th century in Ukraine, as in other regions of Russia, non-writing women prevailed [15, pp. 58–60, 63–70]. Thus, according to the First General Population Census of the Russian Empire (1897), the average literacy rate of Ukrainian women was about 12%, for men – 31%. Within Ukraine, the lowest literacy of the female population was in Poltava province (6.3%), the highest – in Tavriya province (17.9%).

Alongside the above facts, we note that Russia was ahead of Western European states at the stage of forming educational institutions, creating secondary and higher schools, which became a model for many European countries. However, Russian officials did not hurry to reform the existing educational system. Moreover, almost all

of the projects for the development of women’s education developed in the second half of the nineteenth and early twentieth centuries by individuals, separate departments, and specially formed commissions remained unimplemented. The daughters of wealthy parents went abroad and received vocational education in Germany, France, Switzerland and other countries. Thus, at the end of the nineteenth century, Russian Empire found itself far behind the countries that had taken some of its ideas for developing women’s education as exemplary.

At the same time, in spite of the government passivity, the number of educational institutions for women on the territory of Ukraine, as well as in the Russian Empire as a whole, was growing. They were under the authority of various institutions and agencies (table 1).

**Table 1.** Educational institutions (women’s and co-educational) by field of study and departmental subordination in Ukraine (the end of the 19th century – the beginning of the 20th century).

Educational institutions field of study	Departmental subordination
Handicraft (applied)	Ministry of National Education, Ministry of Trade and Industry, Ministry of Internal Affairs, General Directorate of Land Management and Agriculture, The Office of the Orthodox Confession
Agriculture and house-keeping	Ministry of National Education, General Directorate of Land Management and Agriculture, The Office of the Imperatrix Maria’s Institutions
Culinary	Ministry of National Education, The Office of the Imperatrix Maria’s Institutions
Art	Ministry of National Education, Ministry of Trade and Industry, Ministry of Internal Affairs, Ministry of the Imperial Court
Pedagogical	Ministry of National Education, The Office of the Orthodox Confession The Office of the Imperatrix Maria’s Institutions The Religious Office
Medical	Ministry of National Education, Ministry of Internal Affairs, The Office of the Imperial Philanthropic Society
Financial and economic	Ministry of Trade and Industry
Polytechnic	Ministry of National Education, Ministry of Trade and Industry
Law	Ministry of National Education

As table 1 shows, at the end of the nineteenth century and before the 1917 revolution women in Ukraine obtained professional knowledge in pedagogical, financial and economic, medical, technical, agricultural, handicraft, culinary and art educational institutions. They constituted a rather extensive network of lower, secondary and higher educational institutions for women. Private ones predominated among them. Unfortunately, the fragmentary and, in some areas, lack of statistical data on women’s educational

institutions makes it impossible to carry out a comprehensive quantitative analysis of their activities.

It is noteworthy that women attended purely women’s institutions and institutions where boys and girls were educated together.

*In the institutions of lower vocational education*, predominantly children from low-income families studied. Girls were trained as seamstresses, dressmakers and craftswomen in various kinds of needlework (needlework schools, colleges and workshops; appropriate departments and classes at general and vocational educational institutions and asylums). The needle-working schools were the most popular vocational establishments, among others. With the help of needlework, an enormous number of Ukrainian women earned their living. Considering the data of the First All-Russia population census of the Russian empire, in 1897, over 40000 women were engaged in needlework in the Poltava province and over 25000 women in Chernihiv province.

Based on incomplete archive data, in 1910, there were 80 needlework educational institutions in 9 provinces of Ukraine [6]. According to our calculations, there were more than 40 private needlework schools and dressmakers in Kyiv alone in 1915. Here are the names of the most famous of them: A. Gogotska and O. Kulitskaya (Kyiv), Olga and Serafima Kurdyumov (Kyiv), L. Lontkevich (Zhytomyr), G. Mashkovtseva (Simferopil) and others.

In our opinion, the vast demand for sewing and needlework craft products is due to many reasons. In particular, a bourgeois class was forming, whose representatives had no opportunity to compete with the generous aristocrats, emphasizing their importance with the external attributes of affluence. Furthermore, the emergence of modernism in the late nineteenth and early twentieth centuries led to shifts in art and fashion. Women were quick to respond to changes in tailoring, filigree needlework and fine art. The increased demand and mainstreamed the problem of training skilled needleworkers in professional women’s educational institutions.

The latter included culinary schools and courses: M. Bychkovskaya’s Kharkiv cooking school, K. Poltovych’s housekeeping school (from 1902), M. Mariuza-Gryneva’s household and cooking courses in Kyiv (from 1899) and others [16, pp. 38–44], [17].

It is worth noting that among women vocational education, the oldest is medical. However, it is noteworthy that women have been caring for the sick and injured for a long time, working as nurses, midwives, and later physicians. The training of lower medical personnel – nurses and midwives were carried out in nursing schools and courses. Moreover, nursing students were also trained at secondary and higher educational institutions. These professions were significant. For instance, all Russian provinces’ ancestral history books required the names of all medical professionals (full-time and part-time) to be listed with their corresponding home (!) addresses.

The history of Ukraine has preserved facts of the use of the professional potential of women medics under challenging times for the country. Thus, during the Crimean

War (1853–1856), namely during the siege of Sevastopol, N. I. Pirogov, the famous physician and scientist, for the first time in the history of military field surgery, took a squad of women united in the Sisters of the Cross for the wounded and sick. A total of 120 sisters worked in the war in Crimea. They fought against economic disorder, took part in operations, and cared for the sick and wounded. During Pirogov's stay with a cohort of nurses and doctors in Sevastopol, 10,000 operations were carried out [18, pp. 295–296].

In the late 19th – early 20th centuries in Ukraine, institutions of lower agricultural education (schools, colleges and courses of housekeeping and agriculture or its certain branches, children's agricultural asylums) were widely spread. They predominantly trained skilful housewives, housekeepers or specialists in particular branches of agriculture (M. Mariutsy-Grineva's Zozulinskyi Practical School of Agriculture and Housekeeping (since 1888, Kyiv province), the Preobrazhenskaya Women's School of Agriculture (1891). (Chernihiv Province), the Eigenfeld Women's School (Tavtiya Province), the Kyiv-Lukyanov School of Housekeeping).

In 1914 in Ukraine, up to 200 girls were trained in lower agricultural schools, colleges and courses [19, pp. 15–16].

The problem of economic education in Ukraine sharply arose with the reform of 1861. Abolition of serfdom, the industrial revolution created the material, technical and social prerequisites for further economic development, which largely influenced the educational policy in the empire (1872 – approval of the Charter of real schools, in 1886 – the drafting of a general standard plan for industrial education in Russia).

In April 1896, the Ministry of Finance of the Russian Empire approved a new Regulation on commercial, educational institutions, under which, along with commercial secondary schools, were created lower types of commercial educational institutions – trade classes and schools, commercial skill courses [20, pp. 604–607]. In these institutions, with a duration of training from a few months (courses) to three years (schools), girls learned elementary knowledge related to trading (Kyiv Merchant School named after P. G. Tereshchenko, Commercial Classes of Kharkiv Merchant Society). In addition, commercial courses trained male and female professionals in certain specific subjects – accounting, bookkeeping, “office work”.

Graduates in particular from lower commercial, educational institutions experienced enormous difficulties in finding employment in their speciality, so the curricula of some of them envisaged studying subjects of the household cycle (P. G. Tereshchenko's trade school, 1903) [21, p. 19].

At the beginning of the 20th century, some lower women's vocational schools trained girls for professional activities in postal and telegraphy and stenography. The first village telephone network in Russia came into operation in Kharkiv Province (1899). At the end of the XIX century, the profession of a telephone operator was considered prestigious.

In the second half of the nineteenth century, girls in Ukraine actively enrolled in art, theatre and music schools, drawing classes, art workshops, numerous institutions of stage skills, schools of “light genre”, and “ballet and drama schools”. In 1910 there were ten music schools of the Russian Musical Society and 25 private musical schools and theater schools [22, pp. 312–313]. As of 1914, there were 25 private lower artistic institutions in Kharkiv alone [16]. Thus, lower female vocational schools equipped women with “basic” vocational skills for working in the service sector, various branches of the household, and medicine. In addition, artistic, educational institutions developed female pupils' aesthetic taste, artistic, musical, and acting abilities.

Women of different estates attended *secondary and higher professional education*.

*Women's vocational secondary schools* had various specialities (pedagogical, medical, technical, economic).

An important place in the network of secondary educational institutions belonged to female gymnasiums (from 1870, the first and second rank female schools were renamed into gymnasiums). In addition to a fairly thorough general education. Girls who received an education in the 7-year pro-gymnasium school or graduated from pro-gymnasium had the right to receive the title of “primary teacher”, and the graduates of the eighth pedagogical class had the title of a house teacher and teacher.

It is to be noted that in 1914 in the Kyiv province under the supervision of the Ministry of Public Education, there were 37 female gymnasiums with 9775 pupils, in Kharkiv – 43 female and five gymnasiums with co-education [16, 23]. In Galicia 1911–1912 there were 32 female gymnasiums and lyceums [24, pp. 5–6]. We can acknowledge that at the end of the 19th century and the beginning of the 20th century, knowledge in the Gymnasium was a prerequisite for entrance to secondary vocational schools and institutions of higher education.

We consider it of academic interest that women's gymnasiums in Ukraine organized courses for the training of handicraft teachers (handicraft courses at the Kharkiv gymnasium and the progymnasium of Illichowyi-Menchyts, the Kyiv progymnasium of N. Baykovaia) [16, 25]. In 1905 the “Regulations on vocational courses at female gymnasiums of the Imperial Admiralty Institution of Maria” received legislative confirmation. According to these regulations, it was allowed to organize also commercial courses, which allowed acquiring the title of “skilled office worker” [26, pp. 1–4].

In addition, teacher training was provided by such secondary educational establishments as diocesan women's colleges and teachers' seminaries. As of January 1, 1917, there were four female and 13 male teachers' seminaries in the Kyiv district, 2 and 9 in Odesa district respectively, and no such institutions in Kharkiv district, which had 16 male ones [27, pp. 94–97]. As of 1911–1912, there were 28 female teacher training seminaries in Galicia (of which 24 were private) and five male ones [24, pp. 5–6].

Specialists in pre-school education were trained at the Kharkiv Frobelyov Courses, the Frobelyov Women's Insti-

tute (since 1908) and the Babysitting School (since 1905 in Kyiv).

In the pre-revolutionary period, the pedagogical externship was widespread.

The training of specialists in financial studies was carried out by commercial schools (7-year institutions), which provided commercial knowledge and general secondary education. In 1910 in Ukraine, girls had the opportunity to study in 32 commercial schools [28].

It should be emphasized that there was only one secondary agricultural school for women in Ukraine from the late nineteenth century until 1917 – the three-year Lyudmyla Secondary School of Housekeeping and Homestead Farming, founded in 1903. (This school was considered the first of its kind in Chernihiv province.) It was the first school of its kind in the Russian Empire [29, pp. 1–19]. The girls were trained professionally, mostly in cookery, dairy business and gardening, and also the general education disciplines were taught there substantially. In 1909, there were 29 girls in the school. In 1911, the Women's Teacher Seminary was established to train future primary schools teachers.

Secondary art educational establishments trained both teachers (art music schools with pedagogical courses affiliated to them) and specialists in artworks, specially trained according to the “requirements of applied art” (Mirgorod Artistic and Industrial School named after N. V. Gogol, 1896).

The enormous urge for women to receive medical education and, at the same time, the small number of higher medical schools determined the necessity of establishing many medical schools which approached the higher ones both in terms of requirements for applicants and in terms of their programme. Among them were 4-year Samaritansky female courses of paramedics and midwives in Kyiv (their statute was adopted in 1909). After graduation, the students had the right to work as midwives.

Dental schools also belonged to the secondary medical institutions of the studied period. A decree granting women access to the “profession of the dentist” on an equal footing with men had been published as early as 1820 [30]. According to incomplete data, in 1913–1914, 12 dental schools existed in Ukraine [22]. However, the current level of lower and middle vocational education already did not meet the needs of women, and they tried to attend universities (we looked at some aspects of the development of higher female education at the beginning of this study).

As E. P. Fedosova, a scholar of women's higher education history, mentions, women first attended lectures at Kharkiv and Kyiv universities in 1859 [31]. Later on, in 1870, the Society of Naturalists in Kyiv established at St. Vladimir's University, organized “systematic public courses in natural sciences” for women. Similar courses were in Odesa and Kharkiv.

It is worth mentioning that, in 1878, the paid Higher Women's Courses (HWC) were opened in Kyiv as part of the Words and History Department and the Physics and Mathematics Department. They provide women graduates of secondary schools with higher education of “university

nature” and train them for a pedagogical profession. However, in May of 1888, the admission of female students to HWC was discontinued (they were re-opened in Kyiv only in 1906).

Along with the higher women's educational institutions mentioned above, the Higher Women's Pedagogical Courses were also operating in Odessa (in 1906, they were reorganized into the Higher Women's Pedagogical Courses at the Ministry of Public Education). In Kharkiv, from 1907, HWC of the Kharkiv Society of mutual assistance of working women worked; in Kyiv, there was a private HWC of Professor M. Dovnar-Zapolsky. Evening HWCs of A. Zhekulina, created in 1905, provided training at three faculties: History and Literature, Natural History and History and Economics. In 1906 A. Karnitsky, a privat-docent of St. Volodymyr University, founded the “Mother and Child” Kyiv Higher Medical-Pedagogical Courses.

Our research has revealed that in 1916 The Ministry of National Education allowed the HWC to be opened in Ekaterinoslav. The Higher Women's History and Philology Courses in Nizhyn, established in 1916 on the initiative of P. Tikhomirov as a private course, allowed women to receive education within the scope of the programmes and plans of the history and philology departments of universities. Although the Ukrainian Higher Women's Courses trained highly qualified specialists, women were not able to put their skills into practice under the education they had acquired. For example, women with higher education could teach in male secondary schools only since 1906 [32].

The higher art schools in Ukraine were represented by the Kyiv Higher Opera and Drama Courses of M. Miodzev, M. A. Kotelnikov, M. A. Kremenko and M. V. Kuznetsov. These included the Kyiv School of Opera and Drama by Mikhail Miodyedev (1910), the Kyiv and Odesa Schools (from 1913) of the Imperial Russian Music Society and the Kharkiv Conservatoire (from 1917). As of 1914, the Kyiv Conservatoire was attended by 590 women (68.4% of the total number of participants). In addition, a music school was founded in Lviv in 1903 (the Second Music Institute since 1907). Graduates of conservatories were eligible for the title of free artists and were able to work as teachers and open their educational institutions. The results of the research indicate that medical women were able to attend courses for practical training in chemistry and microscopy, and bacteriology methods at the Bacteriology Institute of Dr. N. F. Gamaleya. Gamaleya in Odesa, a one-month course in bacteriology and bacteriological techniques in Kyiv. A three-month course in chemical-bacteriological research was also launched at the Chemical and Bacteriological Institute of Dr. M. Benyash in Kyiv to train physicians, pharmacists, chemists and veterinarians [32].

Women could obtain higher medical education at the Odesa Higher Women's Medical Courses (from 1910) and the Kyiv Higher Women's Courses (1907). In addition, women could acquire such skills at the Faculty of Medicine at the Lviv University (women were allowed to study there in 1900), the Kharkiv Women's Medical Institute, founded in 1911 and the WTC Medical Department

Katerinoslav (from 1916). It should be added that since 1907 women with secondary education have been admitted as volunteer listeners to the Kharkiv Veterinary Institutions.

The number of female graduates of medical schools was insignificant. According to our calculations, at the Medical Faculty of Kharkiv University in 1884, 67 women received the title of midwife (8.1% of all graduates). Sixty-seven women received the title of midwife (8.1% of all graduates) in 1890 – only 29 (5.2% of the total number). As of 1897, there were one woman doctor and 140 midwives (16.6% of all graduates), in 1901 – 12 and 143 respectively (26.3%), in 1903 – 18 and 210 respectively (53%), in 1904 – 7 women doctors and 40 midwives (8.8% of all graduates) [33, pp. 130–131]. Female medical students did not receive the title of “doctor” but “female doctor”. In 1880 a badge with the letters “W.D.” (“woman doctor”) was approved for them [30]. In 1898 a government decree granted women doctors the rights of civil servants.

In 19th century society, there was still a prevailing view that women’s primary, and sometimes the only, sphere of activity should be the family. It was believed that the problems of their rights and responsibilities were not relevant for women. Others – caretakers, parents, men – could think about it. However, some women were owners of the estates, businesses and real estate in general, trustees and guardians of children, supervisors and simple public and private institutions employees. They were often helpless in business documents, transactions and many other situations precisely because of their limited or lack of legal literacy.

For a long time, women’s professional legal activities were limited by several factors, in particular, the lack of professional training institutions and regulations concerning women’s public service.

One of the supporters of women’s legal education in Russia, T. Shishkin, noted that women could harm themselves and their families through ignorance of the basic concepts of jurisprudence. Due to ignorance of the laws of their state, women could not fully exercise their rights. This negatively affected their “civic development and pushed them out of the midst of public life”. He proposed to provide for the study of law in women’s educational institutions of all types and levels, to manage public lectures on jurisprudence only for women (such a fact was found in Odessa) and to publish popular literature on the law.

Women in Ukraine received their legal education at the law departments of the Odesa and Kyiv HWC (the outstanding poetess A. A. Akhmatova studied here in 1908), as well as at the Kyiv private courses called the “Law Institute” by V. Sinaisky and M. Mitlin (1917).

The Ukrainian population’s eagerness to develop polytechnic education at the end of the nineteenth – beginning of the twentieth century prompted the opening of many technical schools and accelerated the development of projects in this field of vocational education. During that period, the railways needed qualified personnel – engineers for road maintenance, architects and builders –

employees and assistants in architectural design and for the supervision of construction work. In addition, the development of industry required many engineers – mechanics, technicians, electricians and other specialists. However, women in Ukraine were deprived of technical education for many decades. It was only at the beginning of the twentieth century that they entered technical schools.

Scholarly societies and private individuals contributed an essential role in establishing technical-vocational institutions. It is known that the Korobochkin Technical School for men and women was established in Yekaterinoslav in 1911. The training lasted for three and a half years. These courses were designed to provide full technical education in mechanical and electrical engineering. In autumn 1912, the society for disseminating technical education opened its first courses. In autumn 1912, the Polytechnic courses were opened in Kyiv by the society for the dissemination of technical education. Similar institutions were located in Odesa (polytechnic courses of I. Khoina and the technical school (courses) of engineer G. Uteshev), in Kyiv (technical courses founded by Professor V. Perminov). These educational institutions, with the full training of students in the electrical, mechanical, construction and engineering-melioration (in Kyiv) departments, trained specialists with a full technical education in “responsible specialities”, which allowed them “to be the closest assistants to engineers... and to carry out work independently” [32]. Women could also study together with men at the Kharkiv Institute of Technology of Emperor Alexander III, the Kyiv Polytechnic Institute of Emperor Alexander II.

The Minister of Public Education later approved the Charter of the Kharkiv Women’s Polytechnic Institute in 1916. The Institute was founded under the initiative of the Russian-Southern Association of Technology. Girls with secondary education were admitted to the Institute. Upon successful completion of the course of study, they had the right to acquire the title of building engineer and architect-engineer. Another polytechnic institute in the Mechanical and Electrical Engineering Departments opened in Katerinoslav (1917). It trained male and female students of the “Jewish persuasion”. It should be noted that the number of women in polytechnic educational institutions was very insignificant. According to our estimations, among the students of the Kyiv Polytechnic Institute of Emperor Alexander II in 1908–1909, there were 34 female students (1.4% of all students) at V. Perminov’s courses in 1914 there were one woman (0.2% of all students). At Ekaterinoslavsk courses of S. Beilin in 1916, there were 14 girls (15% of all students), and at technical courses of V. Korobochkin, according to 1914 data, in the lists of students, women were absent at all [23, 34].

In our opinion, polytechnic education institutions were not prestigious and popular among young women. Even at the First Russian Women’s Education Conference held in St Petersburg (December 26 1912 – September 4 1913), the lectures on women’s technical education were read by empty audiences despite their novelty and importance.

A literature study revealed that the university’s doors were open to women in the early twentieth century, in-

cluding the Kyiv Commercial Institute with a four-year course of study, established in 1898 (formerly known as the Higher Commercial Courses). There the graduates of commercial-technical and economic departments were awarded the titles of candidates of economic sciences and commercial engineers of the first and second categories with the right to occupy the posts of staff teachers and lecturers of special educational institutions of the Ministry of Trade and Industry [32]. In 1913, a special zemsko-town subdivision with a two-year training period was opened at the Institute. It was the first and only Russian “school of public municipal knowledge”. According to 1914 data, 188 female students (5.1 per cent of all students) studied at the Kyiv Institute [23].

The Higher commercial courses of the Kharkiv Merchant Society with the commercial and Faculty of Economics in Kharkiv, evening courses of A. Zhekulina (History and Economics department) and Kyiv HWC (Economics and Economics department) also trained highly skilled specialists in the field of commercial and financial sciences. Moreover, in 1912 it coordinated the opening of the financial-economical department of Odessa Polytechnic Courses (Technical School) of G. Uteshev. Later, in the autumn of 1913, the Society of Commercial Schools in Lviv established the “Women’s Commercial Academy”. Female trainees were studying new languages, history, mathematics, natural and commercial sciences for four years.

It is worth mentioning that agricultural courses for women and men were created in Kharkiv in 1912 (private Kharkiv higher schools). It should be noted that agricultural courses for women and men were created in Kharkiv in 1912 (N. Neviandt’s private Kharkiv higher courses), in Odesa in 1915 (higher courses in winegrowing). (higher courses of winegrowing and winemaking at the Odessa winemaking station) [32].

Thus, at the end of the nineteenth and beginning of the twentieth centuries, lower, secondary and higher female education of different specializations evolved in Ukraine. Children from different strata of the population studied in vocational schools. In addition, special institutions were created for the vocational education of disadvantaged children. Thus, a school of housekeeping was opened in Kamenetz-Podolsk orphanage (1890), cooking schools operated in the Odesa orphanage (1894), Chernihiv orphanage (in 1899, the school opened a restaurant that served orphanage residents) [35, 36]. In 1882 in the named orphanage in Chernihiv, training in bookbinding and laundry skills was introduced for children. These skills of these specialities were mastered only by senior pupils who had mastered the necessary knowledge and skills so successfully that they took the orders from Chernihiv female gymnasium for book and notebook bindings and did laundry work better than other Chernihiv washerwomen.

Records show that charitable societies took part in establishing vocational schools for orphaned children. This fact is confirmed by the opening of the Kremenchuk Society for the Promotion of the Poor craft school in Kremenchuk, Poltava Province (1898) at a shelter for young orphans, which during four years trained teachers

of needlework, dressmakers, seamstresses, cooks, washers and generally as for the household, and to earn money [37].

In the Kyiv Orphanages of the Degterev families, along with religious, moral and physical education, the children received “required practical training” [37]. Special work studios were set up at the orphanage for older children to encourage girls to love and cultivate a habit of work: a needlework class (from 1910), a bookbinding class (from 1909) and a stocking and knitting class (from 1913). The girls were also engaged in silkworm manufacture and horticulture (in a greenhouse). In all, there were ten manual labour classes at the orphanage.

It is worth mentioning that some of the Ukrainian orphanages allowed their inmates to learn the pedagogical profession by means of special government directives. Thus, at the Chernihiv children’s shelter of the Institution of Empress Maria in 1893, was created a teaching department in order to prepare the most capable pupils to work as teachers in village schools [35]. In 1905 came into force on the government decree, according to which the older orphanage pupils could learn to perform the duties of nannies, and in 1913 there was a guideline of the trustee of the Kyiv school district on granting the rights of “primary teacher” to pupils of the orphanage N. Kharitonenko in Sumy. Since 1906 the women’s school at the named orphanage was transformed into a 5-year women’s teacher’s seminary [16].

As known, representatives of other national minorities lived and worked alongside Ukrainians in the territory of our state. As a result, special educational institutions were created for them in Ukraine. We believe that the development of vocational education for national minorities constitutes a separate page in the history of the development of women’s education in Ukraine.

Our study showed that the vast majority of vocational educational institutions for national minorities were created either by private individuals or by societies that had charitable and educational purposes, in particular: the Roman Catholic Children’s Shelter Society, the Kyiv Polish Women’s Circle, the Zhytomyr Women’s Workers’ Movement, Czech and Jewish societies.

Craft schools and colleges were a fascinating group of professional establishments for women of national minorities. For example, in 1901, the School of Tailoring and Sewing was created at the Armenian Gregorian church-parish school in Simferopol, which was under the authority of the Ministry of Public Education. The course of training lasted for a year. In 1910 15 girls obtained vocational education in it. [36].

The opening of the Polish schools (the so-called “secret schools”, with the Polish language of instruction) was very closely monitored by the government. There were only a few professional Polish-language schools for girls. For example, in 1908, J. Stankunowicz opened a sewing and needlework workshop in Kamyanyets-Podolski. Girls of 11–13 years old, mostly Catholic, studied there. Schoolgirls practically mastered knowledge. In 1909 the boss of the school had planned to open a dormitory for poor orphan girls of the Roman Catholic faith. How-

ever, the governor of Podolsk refused. He “took into account that Stankunowicz, by opening a shelter only for Roman Catholic children... was probably guided not so much by philanthropic ideas, as by narrow nationalistic aims...”. The inspection of the functioning of vocational educational institutions was also harsh.

Almost all Jewish women’s vocational schools (both independent and general educational institutions) had a practicable (applied) orientation. The Berdichev Jewish Female Professional School with a general education department opened in 1907 provided free education services.

According to the records, the Rivne Private Female 2-class Jewish School in 1914 established a vocational department, where the girls studied general subjects and “the handicrafts for the ladies.” [38].

It is of academic interest that elements of professional education were even introduced into pre-school curricula. Yes, the Czech Charity and Enlightenment Society named after J. Comenius in Kyiv had the aim of “providing the necessary education for the children of Czechs living in Russia”. In 1913, the J. Comenius Czech Philanthropic and Educational Society in Kyiv, with the aim of “giving the necessary education and training to Czech children living in Russia”, opened a private school of the third class for male and female children with a kindergarten attached to it [39]. Besides comprehensive courses they studied needlework, fashion design, and other disciplines accessible to pre-school children, with instructions in the mother tongue. Consequently, since their childhood, Czech children could learn and communicate in their mother tongue. They also acquired elementary professional knowledge, which was a prerequisite for the broader development of their personality.

The efforts of the German Society of Southern Russia led to the foundation of a women’s commercial school in Odessa (Ministry of Trade and Industry) in 1908. For ten years, female students of the school mastered the subtleties of commercial science. In 1910, there were 43 female pupils [25]. This school, like others of its kind, offered its graduates the opportunity to teach, work in commercial and industrial establishments or run small commercial establishments

During that period, a sufficiently widespread phenomenon was the opening of commercial departments at general educational institutions. In 1917 at the private “S. Zhukevich Polish Female 8th Grade College” in Kyiv, a department was established to introduce subjects of a commercial nature. Polish language and literature were also taught. In the Real-Commercial Department, as well as general subjects, special subjects were taught: law, merchandise science, political economy, commercial geography, correspondence and arithmetic. The language of instruction was Polish, and school leaving certificates were issued in the same language.

Members of national minorities received their education together with Ukrainians in general educational institutions, although there were certain restrictions for them. Thus, the admission of Jews to medical and maternity schools was “subject to 5% of the norm in the cities, 10%

in other locations outside the sedentary area, and 15% in the area around that boundary”.

The Samaritan (Jewish) Women’s Medical Courses were established in Kyiv in 1909. Various cities in Ukraine were the mediums for creating lower medical courses for the training of the Sisters of Mercy. Graduates of these schools have made significant contributions to the medical treatment of Ukraine’s and other nations’ populations. Together with physicians, they cared for the sick and wounded in the hospitals of Jewish communities during military operations. The periodicals of 1915 reported that Jewish community hospitals were established on the territory of the Russian Empire during the war, and nurses and doctors of Jewish nationality worked there. The hospital for the wounded and ill soldiers of the Mykolayiv Jewish community in Mykolayiv. We obtained data about female physician F. Gasnik-Placka, who passionately responded to the appeal for help to the Serbs and went to Serbia in the autumn of 1914 with Mrs Hartwig’s army. She was the first and only “dentist” in the main hospital in Nisci (Serbia).

The teachers of general and vocational schools were predominantly trained in the gymnasiums and teachers’ schools of national minorities. In this framework, we must remember the “alien” Tatar teacher’s school in Simferopol (1890) with a 4-year course of study. There was also the “Polish Female 8-class school of S. Zhukevich” in Kyiv, numerous Jewish private female gymnasiums in Poltava, Zhytomyr, Kyiv and other cities of Ukraine.

The M. Merelli Women’s Private French Secondary School in Kyiv began its work in 1917, following the programmes of the Ministry of Public Education’s Female Gymnasiums. The education here was conducted in Russian, with general subjects and modelling being taught. Pupils studied their mother tongue and arithmetic in the mother tongue. According to historical sources, similar institutions with French education also functioned in Moscow, Petersburg (French Gymnasium Kapronier) [40].

The Polytechnic Institute in Yekaterinoslav, founded in 1917, trained men and women of the “Jewish faith” in electrical engineering and mechanics departments. After the revolution in 1917, the education system practically abolished the system of separate education (in the post-war years, female and male schools were re-established). Since 1953, women’s education in women’s schools in the USSR has been terminated legally.

## 4 Conclusions

A study of archival and literary sources gives grounds to conclude that from the second half of the 19th century to 1917, women’s educational institutions of professional conjugation were under the supervision of various ministries and departments. There was no public authority responsible for women’s vocational education. All women’s educational institutions of different profiles and levels formed a distributed network of educational institutions that operated separately. The public authorities supported the private initiative in women’s education and supervised the publishing activities of women’s institutions

and the teaching and educational process of the respective educational institutions [14].

Leading concepts of constructive historical and pedagogical experience of women's professional educational institutions in Ukraine can be used to create a new type of educational institutions, legislative and normative base for professional education. Furthermore, it is advisable to introduce book printing to meet the needs of women's professional education, to initiate a special scholarly and methodological journal on the issue, to revive exhibition activities as an opportunity to disseminate the results of girls' professional education through exhibition units (in intellectual, manual labour), to engage government agencies, the public in organizations.

Since the performed academic research does not cover all the aspects of the study, we have determined the perspective directions of further research of this multi-aspect issue. Among them, we determine peculiarities of women's professional education development in the Western Ukrainian regions; foreign dimension of women's professional training in the professional educational institutions in Ukraine in the second half of the 19th – beginning of the 20th century.

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