

## STUDYING OF THE SCHOOL SYSTEM DEVELOPMENT PROBLEM OF POLTAVA REGION IN THE EARLY 50-ies OF THE XX CENTURY

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**Purpose.** The purpose of this research is to show the post-war public education in Poltava region and to uncover its problems and shortcomings on the basis of the sources analysis. **Methodology.** A systematic and complex approach to the analysis of post-war school education situation in Ukraine in the early fifties of the twentieth century provides research integrality. Using of historical method as well as methods of comprehensiveness, objectivity and retrospectivity favours achieving the work's object and solving problems of the research. Principal theses of the article are stated due to system-structural, statistic and analytic methods as well as comparative and descriptive ones. **Findings.** The article deals with the analysis of post-war school education situation in Ukraine in the early fifties of the twentieth century after the example of Poltava region. Information concerning losses and rebuilding of educational sector in the region has been analysed on the basis of archival materials. The basic problems, which were primarily to be solved for popular education renewal of the town, have been determined. **Originality.** The methods ensuring effective development of educational sector of Poltava region have been outlined. **Practical value.** The analyses of errors of the past and the positive experience of predecessors are a pledge of modern national education program success. Heeding the mentioned above, Ukrainian education sphere development in the early fifties of the twentieth century on the example of Poltava region needs to be analysed and understood. **Conclusion.** It should be noted that the state of school education in Poltava region in the second half of the fifties is considered to be satisfactory because the main post-war reconstruction requirements such as building and repairing schools, drawing of children school age to studies, offering all the necessary facilities for conducting lessons at schools have been fulfilled.

**Key words:** public education, school, Poltava region, Department of Public Education, training base, network of schools, pupils.

## ДОСЛІДЖЕННЯ ПРОБЛЕМИ РОЗВИТКУ МЕРЕЖІ ШКІЛ ПОЛТАВСЬКОЇ ОБЛАСТІ В ПЕРШІЙ ПОЛОВИНІ 50-Х РОКІВ ХХ СТОЛІТТЯ

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Проаналізовано стан повоєнної шкільної освіти в Україні в першій половині 50-х років ХХ століття на прикладі Полтавської області. Добір фактичного матеріалу ґрунтувався на основі принцип історизму та використання методів всебічності, об'єктивності, ретроспективи. У процесі викладу основних положень статті використовувалися системно-структурний та статистично-аналітичний методи, порівняльний та описовий методи. Метою статті був аналіз джерельної бази, для визначення проблем і перспектив розвитку народної шкільної освіти на Полтавщині. На основі архівних матеріалів проведено аналіз даних щодо збитків та процесу відбудови галузі області. Наведені статистичні дані щодо кількості учнів, кадрового складу і матеріально-технічного забезпечення шкіл у Полтавській області цього періоду. Визначено основні проблеми, які вирішувалися першочергово для поновлення народної шкільної освіти області. Окреслено методи забезпечення оперативності розвитку сфери освіти на Полтавщині. Детально охарактеризована крива появи нових і зникнення старих шкіл у повоєнний період через низку чинників.

**Ключові слова:** народна освіта, школа, Полтавська область, Відділ народної освіти, навчальна база, мережа шкіл, учні.

**PROBLEM STATEMENT.** Education system restructuring and its fundamental reforming favour renewal of intellectual and spiritual people's potential, reaching the international level of national science, technology and culture, national revival, the state system formation and democratization of Ukrainian society.

Education of the early XXI century does not meet the requirements made under conditions of Ukrainian state system development. First of all, education falls short of personal and social needs as well as worldwide humanity achievements. Social prestige of education and intellectual activity is devalued. Aims and functions of education are misrepresented. Bureaucracy becomes a characteristic feature of all the educational system units. Modernization of secondary education of Ukraine

is one of the government priorities [16; 17; 18]. In 2014 a strategic advisory group "Osvita" worked out "The Concept of education development of Ukraine 2015-2025" [15].

Proper strategy of education development on the whole and secondary education development in particular favours to attain substantial results in the field. The future of the country is largely determined by education of young people. It is vital for any nation to choose school education trends correctly as at that time intellect, ethical norms, rules of teenager's social communication are formed.

The analyses of errors and taking into account positive experience of predecessors is a pledge of success of modern national education program. Heeding the mentioned above, Ukrainian education sphere development

in the early fifties of the twentieth century on the example of Poltava region needs to be analysed and understood.

Some aspects of the subject are considered in the works of such scientists as Ye. Saidakova [13], V. Lytvyn [12], P. Shemet [14], L. Berezivska [10], N. Brekhunets [8], V. Bereka [9], M. Kabatchenko [11]. Their scientific works deal with the regulations, the government's decisions and actions taken in the sphere of secondary education during the post-war reconstruction. Education sphere of Ukraine and Poltava region in particular is highlighted in their works, too.

The purpose of this research is to show the post-war public education in Poltava region and to uncover problems and shortcomings of it on the basis of the sources analysis.

The scientific novelty of the article is in the fact that although some aspects of the problems have been analysed by scientists, but the themes came not to be a subject of a separate scientific research.

**EXPERIMENTAL PART AND RESULTS OBTAINED.** During 1950-1951 school year a number of complete classes began increasing at schools, but not as much as it was expected. The reason for the plan underfulfilment was that not all the children of school age went to school. Therefore education departments and school heads constantly monitored all the children and actively drew leavers of the fourth and the seventh clas-

ses to further education. So, in classes a number of pupils increased due to drawing leavers of the previous years to studies [1, p. 3-4].

In 1950-1951 school-year in the region average 54.3% of the seventh class school-leavers had access to further schooling (i.e. 9,621 of 17,723 school-leavers were admitted to the eighth classes). In Poltava 74% of the seventh class school-leavers were admitted to the eighth classes, in Kremenchuk the number was 77%. The majority of pupils were drawn to the eighth classes in remote rural districts, e.g. in Drabivskiy – 75%, in Lazirkivskiy – 70%, in Chornobaiivskiy – 57% and in Shramkivskiy – 54%.

The minority of pupils were admitted to the eighth classes in the districts where specialized secondary schools were situated and in the districts located near cities. For example, in Kremenchutskiy rural district 43% of pupils were admitted to the eighth classes, in Dykanskyi – 43%, in Novo-Sanzharskyi – 47%, in Hlobynskiy – 45% and in Zhurivskiy – 44%.

In Mashivskiy district only 30% of pupils continued schooling. In 1950-1951 school year the most of the seventh class leavers went to the eighth classes of secondary schools of Nekhvoroschchanskyi and Karlivskiy districts. Some of them were admitted to specialized secondary schools in Poltava [1, p. 7].

Full strength of schools is considered in detail in the Table 1.

Table 1 – Full strength of schools in 1950-1951 school-year

Classes	Town		Village		Total	
	Plan	In fact	Plan	In fact	Plan	In fact
1 <sup>st</sup> -4 <sup>th</sup>	28,100	27,388	172,100	167,105	200,200	194,493
5 <sup>th</sup> -7 <sup>th</sup>	25,700	25,377	136,300	130,832	162,000	156,209
8 <sup>th</sup> -10 <sup>th</sup>	5,300	4,932	10,800	9,920	16,100	14,852
Total	59,100	57,697	319,200	307,857	378,300	365,554
Admitting to school						
to the 1 <sup>st</sup> class	4,800	4,131	28,500	27,926	33,300	32,057
to the 5 <sup>th</sup> class	9,200	10,127	52,800	55,682	62,000	65,809
to the 8 <sup>th</sup> class	2,900	2,878	6,200	5,804	9,100	8,582
Total	16,900	17,136	87,500	89,412	104,400	106,448
Finishing school						
4 <sup>th</sup> class	7,000	8,113	47,300	45,399	55,200	53,512
7 <sup>th</sup> class	5,800	5,669	27,000	26,771	32,800	32,440
10 <sup>th</sup> class	800	789	2,000	1,934	2,800	2,723
Total	13,600	14,571	76,300	74,104	90,800	88,675

Many primary schools of the region, which were insufficiently complete, made increasing of the first-fourth classes number compared to the approved plans. Besides, the majority of schools were disposed in adapted rooms intended for 20-25 pupils.

The increase of a number of the fifth-seventh classes was a result of overfulfilment of the fifth class admittance plan. Disbandment of classes with few pupils caused decrease in a number of the eighth-tenth classes [1, p. 5].

In 1950-1951 school year in order to implement sev-

en-year general education the Regional department of public education increased a number of seven-year schools from 731 schools in 1949-1950 school year to 734 ones in 1950-1951 school year and brought them to a number of primary schools. A number of the fifth-seventh classes increased from 2,762 classes to 3,497 ones in comparison to the last school-year. A number of pupils increased to 23,500 ones against 1949-1950 school year. A real number of seven-year schools and classes ensured education of all the leavers of the fourth classes. That school year there was no reason to extend

a network of seven-year schools. A distance between seven-year schools and primary ones was no more than three or four kilometres.

In 1950-1951 school year 19 seven-year schools were reorganized into secondary ones to popularize ten-year education in Poltava region. There were 173 secondary schools in comparison with 154 ones which were opened previous school-year. And a number of the eighth-tenth classes increased to 565 ones against 457 classes in the previous school-year. Admitting to the eighth classes increased to 4,630 pupils in 1950-1951 school-year against 1949-1950 one [1, p. 6]. A total number of pupils of the eighth-tenth classes increased from 9,741 pupils in 1949-1950 school year to 14,852 ones in 1950-1951 [2].

In 1950-1951 school year secondary schools were evenly situated in the large majority of districts of the region. So, pupils had an opportunity to attend studies without difficulty. There were about three or four secondary schools in every district of the region. Only in Mashivskiy district there was a secondary school.

It should be noted that in Shyshatskiy, Dykanskiy, Semenivskiy, Kyshenkiivskiy and Kotelevskiy districts the schools were destroyed during temporary occupation. Therefore, secondary schools were situated at a large distance from seven-year ones. So, it was difficult to draw leavers of the seventh classes to further schooling.

To solve the problem the Regional department of popular education revised a network of secondary schools and planned setting up the new ones to bring them nearer to seven-year schools.

As it has been noted, the public education bodies had the object to draw as much school age children as possible to studies. Minding this, the Regional department of public education along with school heads and teachers carried out the following activities:

1. They rendered assistance to orphans, half orphans and the children of war-disabled persons at the expense of a relief fund in excess of 1,000,000 roubles. The relief fund of Zolotoniskiy district totalled 60,000 roubles, of Velyko-Bagachanskiy district – 47,000 roubles, of town Kremenchuk – 30,000 roubles, of Karlivskiy district – 37,900 roubles.

2. They organized transport for the children from remote districts (10,000 pupils of 270 schools used it), established 76 boarding schools for 1,250 pupils. Buffets were opened in many secondary and seven-year schools [1, p. 8].

Owing to the activities carried out, over 1,200 schools implemented a program of general seven-year education. In Karlivskiy, Kotelevskiy, Pyriatynskiy, Hrebinkivskiy and Velykubahachanskiy districts and in the town of Kremenchuk all the schools implemented the program completely. But despite the measures taken in the region, by the end of 1950-1951 school year 1,001 children of school age had not gone to school. [1, p. 10].

In 1951-1952 school year the main task of schools and education departments was “implementation of compulsory seven-year general education in rural areas and popularization of ten-year education in cities / towns and workmen’s settlements” [3, p. 8]. In order to implement the law completely the Executive committee of the Regional Council of Worker’s Deputies adopted a number of decisions aimed at drawing all the children of school age to studies and improving of teaching and educational work in schools, namely Worker’s Deputies decision №178 of October 9, 1951 “On creating and using of the general education fund in schools of the Regional Department of Public Education”, the Decision №1783 of October 19, 1951 “On drawing all the children of school age to studies”, the Decision №1833 of October 29, 19 51 “On the schools’ work of Opishnianskiy and Kyshenkiivskiy districts”, the Decision №149 of January 31, 1952 “On the results of teaching and educational work in schools of the region” [3, p. 8].

As in previous years, the attention was focused on school age children registering, conducting an agitation work among population on a broad footing and drawing a broad public to realization of the general seven-year education program.

In August before the beginning of 1951-1952 school year the pupils’ contingent was registered, and comparative analysis of the household books was made. Owing to that, there were no cases of unregistered or incorrectly registered school age children in the districts. At the beginning of September, 1951 the problem of drawing all the children of school age to studies was discussed at the special meeting of heads of rural executive committees and secretaries of Party organizations [3, p. 10].

In 1951-1952 school year in order to fulfil the plan of national economy the Regional Department of Public Education set up the schools network which completely provided general seven-year education and popularized ten-year one. Compared to previous years a number of secondary schools increased significantly in the region. The data are shown in the Table 2.

Table 2 – Schools network of the region from 1949 to 1952

School-year	Primary schools	Seven-year schools	Secondary schools	Total
1949-1950	760 (46%)	731 (44%)	154 (9.3%)	1,645
1950-1951	738 (45%)	734 (45%)	173 (10%)	1,645
1951-1952	706 (44%)	719 (44%)	200 (12%)	1,625

It should be noted that a number of secondary schools increased by 0.7% in 1950-1951 school year compared to 1949-1950 one. It indicated that education bodies made efforts to improve and popularize ten-year education among pupils by amalgamating primary schools and seven-year ones or setting up the new ten-

year schools with convenient location for children.

In the region there was a decrease in a number of primary schools in 1951-1952 school year compared to 1950-1951 one. It was explained by the fact that 7 primary schools were reorganized to seven-year ones, 27 one-complete and two-complete schools with few pupils

were combined with secondary schools and seven-year ones, the primary school of Karlivskiy district was handed over to Kharkiv region, but only 3 new primary schools were set up, 27 seven-year schools were reorganized into secondary ones and a secondary school was set up in Poltava. So, a total number of secondary schools increased to 27 ones compared to previous school year [3, p. 10; 4].

Underfulfilment of the educational plan as to the first-tenth classes pupils by 29,332 children was explained by the fact that the planned number of them was overstated to 15,763 pupils against an actual number. In 1951-1952 school year according to the schools network

plan, 158,937 children of the first-fourth classes were to go to school but not 174,500 ones as it was noticed in the educational plans [3, p. 4]. For 1951-1952 school year 24,832 pupils left schools of the region. Instead of them, 11,219 pupils went to schools, and 1,126 pupils didn't go to school at all.

The admittance plan of the first classes pupils was fulfilled by 71.7% because of overstating the registered number of school age children. Admittance of the eighth classes pupils to school was overstated against the plan because of additional setting up of the eighth classes (look at the table 3) [3, p. 5; 4].

Table 3 – A number of pupils in schools of the region in 1951-1952 school-year

Classes	Schools in all		Town/ city		Village	
	Plan	In fact	Plan	In fact	Plan	In fact
Contingent of pupils						
of 1 <sup>st</sup> -4 <sup>th</sup> classes	174,500	157,953	23,700	23,037	150,800	134,916
of 5 <sup>th</sup> -7 <sup>th</sup> classes	181,400	167,781	27,800	26,949	153,600	140,832
of 8 <sup>th</sup> -10 <sup>th</sup> classes	25,400	26,174	8,600	8,603	16,800	17,571
Total	381,300	351,908	60,100	58,589	321,200	293,319
Admittance of pupils						
to the 1 <sup>st</sup> class	30,200	24,091	4,000	3,948	26,200	20,143
to the 5 <sup>th</sup> class	55,200	54,893	7,900	8,796	47,900	45,097
to the 8 <sup>th</sup> class	13,600	16,719	4,500	5,381	9,100	11,838
Total	99,000	95,703	16,400	18,125	83,200	77,078

Popularization of ten-year education was realized by increasing a number of the eighth classes in actual secondary schools and by annual reorganizing of majority of seven-year schools to secondary ones. For example, in 1950-1951 school year 14,852 pupils studied in 565

eighth-tenth classes, but in 1951-1952 school-year 26,174 pupils were educated in 870 eighth-tenth classes [128, p. 6]. In 44 districts a number of secondary schools considerably increased, their location improved. Detailed information is given in the table 4.

Table 4 – A number of secondary schools in the districts in 1951-1952 school-year

School-year	Districts of one school	Districts of two schools	Districts of three-five schools	Districts of more than five schools
1950-1951	2	10	29	5
1951-1952	1	4	32	9
1952-1953	–	3	30	13

And a number of the eighth class girls and boys increased. In 1950-1951 school year 9,621 pupils studied in the eighth classes. And in 1951-1952 school year there were already 16,719 pupils in the eighth classes. For example, in Poltava 83% of the seventh class school-leavers continued their studies in the eighth classes, in Kremenchuk – 78%, in Lazarivskiy district – 72% and in Pyriatynskiy district – 58%.

While developing the schools network of the region for 1952-1953 school year, the Regional Department of Public Education planned reorganizing of 36 seven-year schools to secondary ones for the purpose of subsequent dissemination of ten-year education. The Department aimed at approximating of seven-year schools to secondary ones and providing a proper location of secondary schools in districts [3, p. 7].

As a result of the work 1,115 schools of the region have fully ensured general seven-year education. All the schools of Bahachanskyi, Semenivskiy, Myrhorodskiy, Pyriatynskiy, Karlivskiy, Hoholivskiy districts and

schools of Kremenchuk entirely realized the Law at every point [3, p. 9].

Follow the directions of the nineteenth Soviet Union Communist Party Congress in the sphere of public education, the Regional Department of Public Education had a task to offer all the necessary facilities for complete realization of seven-year education and dissemination of ten-year one in 1952-1953 school year. For the purpose 7 primary schools were reorganized to seven-year ones and 39 seven-year schools were reorganized to secondary ones. The primary school and 3 seven-year ones were set up. In 1952-1953 school year 1,628 schools worked in the region.

Ten-year education was disseminated by increase of the eighth classes of working secondary schools and by reorganization of seven-year schools to secondary ones. So, in 1951-1952 school year there were 870 eighth-tenth classes, and 26,174 pupils went to the schools. In 1952-1953 school year there were 1,274 eighth-tenth classes, and 41,232 pupils went to the schools [4, p. 3].

Table 4 – Change in a number of schools for three years

School-year	Primary schools	Seven-year schools	Secondary schools	Total
1950-51	738 (45%)	734 (45%)	173 (10%)	1,645
1951-52	706 (44%)	719 (44%)	200 (12%)	1,625
1952-53	699 (43%)	690 (42%)	239 (15%)	1,628

As the table indicates, in the region a number of secondary schools increased to 66 during the last two years. The plan of national economy concerning secondary

schools contained such showings as a network of schools, a number of pupils and school-leavers.

Table 5 – Information about schools of the region in 1952-1953 school-year

Schools network						
Types of schools	Schools in all		City/town		Village	
	Plan	In fact	Plan	In fact	Plan	In fact
Primary schools	699,000	699,000	15,000	17,000	684,000	682,000
Seven-year schools	694,000	690,000	39,000	38,000	655,000	652,000
Secondary schools	236,000	239,000	60,000	60,000	176,000	179,000
Total	1,629,000	1,628,000	114,000	115,000	1,515,000	1,513,000
Admitting of pupils to schools						
Classes	Pupils in all		City / Town		Village	
	Plan	In fact	Plan	In fact	Plan	In fact
First	18,000	19,524	4,000	3,739	14,000	15,515
Fifth	52,400	57,844	8,000	9,223	44,400	48,621
Eighth	20,600	22,024	6,300	6,986	14,300	15,038
Total	91,000	99,392	18,300	19,948	72,700	79,174
School-leavers						
Classes	Pupils in all		City / Town		Village	
	Plan	In fact	Plan	In fact	Plan	In fact
First	42,900	39,828	6,100	5,816	36,800	34,012
Fifth	51,800	50,901	8,400	8,024	43,400	42,877
Eighth	6,800	6,850	2,200	2,305	4,600	4,545
Total	101,500	97,579	16,700	16,145	84,800	81,434

So, it should be mentioned that the planned number of town primary schools did not correspond to an actual number of them. That was explained by the fact that the only primary school of the planned ones was set up in Dykanka. Besides, due to the lack of proper material resources seven-year schools were reorganized to primary ones. That was less than envisaged by the plan.

Discrepancy between the dissemination plan of rural seven-year schools and an actual number of the working seven-year schools was accounted for reorganizing of Taranivka seven-year school of Pokrovsko-Bahachanskyi district, Kharkiv transport work school of Chutivskyi district and Liaschchivka seven-year school of Irkliivskyi district to secondary schools at workers' request in 1952-1953 school year.

The first-fifth classes admittance plan was exceeded due to drawing pupils dismissed last years and remained for the second year in the same class into studies. A number of the eighth classes pupils increased against the plan on account of the additional eighth classes setting up. The school-leavers plan wasn't fulfilled because some pupils had been remained for the second year in the same class.

There was another reason of underfulfilment of the full strength schools plan. The fact is that some schools of the region had small class-rooms not adapted for complete pupils' contingent. Besides, many rural prima-

ry schools were located on farms. There were a small number of children. And amalgamation of neighbouring schools was impossible because of the large distance between them (4-6 km). At the beginning of 1952-1953 school year 335,235 pupils began going to schools. During the school-year 9,458 pupils joined them and 21,189 pupils left schools. By the end of the school year the number of pupils totalled 323,504. [3, p. 4-8; 4].

In 1953-1954 school year a number of schools increased in the region as a primary school was set up in village Novokaterynivka of Nehvotoschchanskyi district, the secondary school №14 (former railway school) was turned into Kremenchuk Municipal Department of Public Education and the seven-year school of village Mariinka of Kharkiv region was given to the Regional Department of Public Education. A number of seven-year schools were decreased to three. To solve the problem they were reorganized (in a village there were three schools more on the average than envisaged by the plan of national economy).

The problem of popularizing of ten-year education was an important point of a compulsory education program. To solve it some possible means were tested, e.g. 20 seven-year schools were reorganized to secondary ones in 46 districts. As a result a number of the eighth-tenth classes increased to 256 ones and a number of pupils – to 11,800 ones.

As in 1952-1953 school year, a number of the first-fourth classes was decreased in the region. The reason was that an actual number of pupils that lived in a district were admitted to the first class. But that was 3,000 children less than it was planned to admit to school.

On the contrary, a number of the fifth-seventh classes increased against the national economy plan for the reason that the majority of schools had no opportunity to accommodate complete classes. But in spite of accommodated class-rooms, in some districts of the region there were few pupils of the fifth-seventh classes. That was explained by such factors as migration of pupils (residence changing or entering industrial schools) and their lingering illness [4, p. 2-4].

In 1954-1955 school year a tendency of discrepancy between the plan and the fact was still in progress. It was bound up with a broadening of towns' borders in the region and with an opportunity to reorganize the schools envisaged by the plan. In schools of the region a number of classes were exceeded to 337 ones. In majority of settlements not a great number of pupils attended the first-fourth classes and the fifth-seventh ones. For example, there were 591 first-fourth classes and 116 fifth-seventh ones in which a number of pupils was less than 20 ones. Besides, in the region there were 374 working schools with the one complete set of the first-

fourth classes. In the classes on the average 17 pupils were taught. In the region in seven-year schools and in secondary ones there were 142 not numerous classes in which 16 pupils were taught on the average.

A state of school education of Poltava region of the second half of the fifties of the twentieth century is considered to be satisfactory because the main post-war reconstruction requirements such as building and repairing schools, drawing of school age children to studies, offering all the necessary facilities for conducting lessons at schools were fulfilled.

By September 1<sup>st</sup>, 1950 the schools network of the region provided accommodation for studies. In 1950 1,645 schools were set up in the region. It should be noted that at different times dynamics of new schools setting up and old schools closing was various. Until 1951 the educational institutions network was steadily rising. Since 1952 a number of schools was steadily decreasing. It was bound up with reorganizing of primary schools to seven-year or eight-year ones, joining one- and two-complete schools with few pupils to secondary education institutions and seven-year (eight-year) ones. In 1954 some schools were placed under the authority of other regions.

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### ИССЛЕДОВАНИЕ ПРОБЛЕМЫ РАЗВИТИЯ СЕТИ ШКОЛ ПОЛТАВСКОЙ ОБЛАСТИ В ПЕРВОЙ ПОЛОВИНЕ 50-Х ГОДОВ XX ВЕКА

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Проанализировано состояние послевоенного школьного образования в Украине в первой половине 50-х годов XX века на примере Полтавской области. Отбор фактического материала основывался на принципе историзма и использования методов всесторонности, объективности, ретроспективы. В процессе изложения основных положений статьи использовались системно-структурный и статистическо-аналитический методы, сравнительный и описательный методы. Целью статьи был анализ источниковедческой базы для определения проблем и перспектив развития народного школьного образования на Полтавщине. На основе архивных материалов проведен анализ данных по убыткам и процессу восстановления отрасли области. Приведенные статистические данные по количеству учащихся и материально-техническому обеспечению школ в Полтавской области этого периода. Определены основные проблемы, которые решались в первую очередь для обновления народного школьного образования. Охарактеризованы методы обеспечения оперативности развития сферы образования в Полтавской области. Подробно описана кривая появления новых и исчезновения старых школ в послевоенный период по ряду факторов.

**Ключевые слова:** народное образование, школа, Полтавская область, Отдел народного образования, учебная база, сеть школ, ученики.

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