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The Institution of Honorary Supervisors in the System of Public Education of the Russian Empire in the First Half of the 19th Century (The Case of the Kharkov Educational District): Duties, Career, Social Status, and Education Level. Part 2

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Abstract

In this work, the authors continue to explore the institution of honorary supervisors in the system of public education of the Russian Empire in the first half of the 19th century. Based on data from various related publications and archival materials, the authors have analyzed the dynamics of change in the number of honorary supervisors in schools within the Kharkov Educational District at the time. During the period under review, the number of this type of functionaries grew steadily, which attests to the high popularity of the post of honorary supervisor among the nobility. While it did not profit those who held it financially, the post could help raise their social status significantly.

It is difficult to establish the educational level of honorary supervisors, as service records did not always reflect this. At the same time, serving as an honorary supervisor involved active engagement in official correspondence with local authorities, the university senior management, etc. This suggests that the overwhelming majority of honorary supervisors in the Russian Empire did have an education.

The authors are convinced that further research into the institution of honorary supervisors and practices related to the institution of trusteeship within in the system of public education of the Russian Empire remains a relevant and promising line of research. It can offer valuable insights into the advisability of implementing some of the more effective elements of said practices in the present-day education system.

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Keywords: Russian Empire, Ministry of Public Education, honorary supervisor, uyezd school, Kharkov Educational District, functionary, nobility.

1. Introduction

This work continues the authors' research into the institution of honorary supervisors in the Russian Empire (Degtyarev, Polyakova, 2020). It continues to explore the characteristics of activity by this type of functionaries, their social status, and their significance for the nation's system of public education. Specifically, the authors have undertaken to analyze the dynamics of change in the number of honorary supervisors in schools within the Kharkov Educational District in the first third of the 19th century to determine the popularity of this post among nobles and functionaries. The work offers specific examples of how being an honorary supervisor could influence one's career and social status at the time.

The authors continue to explore past practices of trusteeship as a potentially promising area that can offer valuable insights into the advisability of implementing some of the more effective elements of said practices in the present-day education system (including the higher, secondary, and vocational education sectors). The use of said practices could well become one of the key components of government policy in this area, especially in the countries of Eastern Europe.

2. Materials and methods

In this part of the work, the authors will be relying less on scholarly works by their predecessors focused on the study of public education in the Russian Empire. That being said, it is without question that a large portion of those works have helped guide the choice of methodological approaches for this study. The pool of works related to honorary supervisors specifically has helped identify several little-researched aspects of the issue and guide the direction of this study.

In putting this work together, the authors drew upon relevant published materials, including certain regulations from 'Complete Laws of the Russian Empire' (PSZ-1; PSZ-2) and ads from 'Zhurnal Ministerstva Narodnogo Prosveshcheniya' (ZhMNP, 1849; ZhMNP, 1852). A greater use was made of 'Mesyatseslovs', a collection of directories for functionaries in the Russian Empire, from which information was obtained for the period 1815–1834 (Mesyaceslov, 1815-1834). This particular source helped the authors determine how the position of honorary supervisor was filled across uyezd schools within the Kharkov Educational District, trace the dynamics of change in the number of honorary supervisors, and, to a certain degree, examine how serving in the post of honorary supervisor influenced one's career and social status.

The authors also drew upon certain archival materials from the state archives of the Sumy and Kharkov oblasts (GASO; GAKhO).

As was the case with the work's previous part, this part's methodological basis is grounded in the principles of historicism and objectivism, which are aimed at providing a non-biased view of past events and phenomena through the prism of their development and dialectic interaction. A key approach employed by the authors is a historical-anthropological approach grounded in interdisciplinary methodology. This approach implies shifting from the study of a community of people (honorary supervisors) with common socio-professional functions to the study of specific individuals who sought to actualize their ambitions and raise their social status through public service.

In this part of the work, the authors made an extensive use of the methods of econometric history. This helped determine more accurately the dynamics of change in the numbers of uyezd and minor public schools within the Kharkov Educational District and honorary supervisors serving in them and analyze some other qualitative data dealing with the various aspects of the service of honorary supervisors.

3. Discussion

As already noted, honorary supervisors of uyezd schools have rarely been the subject of special research. Some attention has been devoted to their activity in several works exploring the 19th-century system of secondary education and the characteristics of the operation of uyezd schools in the Russian Empire (Degtyarev, Polyakova, 2020: 453). This pool of research includes the works of L. Artamonova (Artamonova, 2012; Artamonova, 2015), V. Mylko (Mylko, 2015),

E. Safina (Safina, 2016), and several other scholars. The role of honorary supervisors has also been examined in several works by the authors of the present work (Degtyarev, 2015b; Degtyarev, Magsumov, 2016; Degtyarev, 2018).

There is a small amount of research devoted to trustees and honorary supervisors specifically. As a rule, a key focus in this pool of research is on the characteristics of the service of this type of functionaries, their powers and rights, issues related to moral and status-based remuneration of their work, and issues related to statutory regulation of their activity (Degtyarev, 2015a; Galiullina, 2012a; Galiullina, 2012b; Galiullina, 2015; Gracheva, 2019; Smirnov, 2017).

A much larger amount of attention has been devoted by researchers to issues related to the development of the educational districts, as well as the mechanics of the creation and operation of networks of educational institutions in various governorates of the Russian Empire. Worthy of particular mention in this context is some research into the education systems in Vilna Governorate (Cherkasov et al., 2019; Cherkasov et al., 2019a; Cherkasov et al., 2019b; Cherkasov et al., 2019c), the Kuban and Don oblasts, which were administered by the Cossacks (Molchanova et al., 2019; Molchanova et al., 2019a; Molchanova et al., 2020; Peretyatko, Zulfugarzade, 2019; Peretyatko, Zulfugarzade, 2019a), and the Caucasus (Shevchenko et al., 2016; Magsumov et al., 2020; Magsumov et al., 2020a; Mamadaliev et al., 2020; Mamadaliev et al., 2020a).

4. Results

For some time, the Kharkov Educational District was the nation’s largest educational district by area. It encompassed many governorates and oblasts in the Russian Empire. Yet, its boundaries kept changing. This was associated with two factors. Firstly, the empire kept undergoing administrative-territorial changes – now and then it would witness uyezds, governorates, and oblasts ceasing to exist as an administrative unit, with new administrative units emerging, certain existing uyezds merging into one, and some existing uyezds being placed under the jurisdiction of other governorates. Secondly, in the 19th century the Russian Empire witnessed the emergence of new universities. Some of these institutions of higher learning would become the centers of new educational districts, with entire regions that had once been part of the Kharkov Educational District falling under their jurisdiction.

Consequently, it is quite difficult to determine the exact number of uyezd schools within this district in different periods. One of the first scholars to attempt to establish this number was historian D. Bagalej (Table 1).

Table 1. Number of Minor Public and Uyezd Schools within the Kharkov Educational District (based on data from D. Bagalej)

Governorate, oblast	Year		
	1815	1818	1834
Sloboda Ukraine, Kharkov	11	10	11
Chernigov	9	12	-
Ekaterinoslav	5	5	-
Kursk	13	15	14
Oryol	8	9	11
Voronezh	6	7	7
Poltava	12	13	15
Kherson	6	5	-
Taurida	4	5	-
Kiev	-	1	-
Tambov	-	-	10
Caucasus Oblast	-	-	5
Don Cossack Host	4	4	8
Black Sea Cossack Host	1	1	-
Total	79	87	81

While D. Bagalej does provide the number of minor public and uyezd schools within the Kharkov Educational District in 1824, 1828, and 1830, he does not tell us their numbers across the governorates and oblasts. According to the scholar, in 1824 there were 86 such institutions, in 1828 – 97, and in 1830 – 104.

These data help gain an understanding of the size of the group of honorary supervisors in the Kharkov Educational District in a particular period whose services could be enlisted by the **Russian Empire’s education system and the size of the group of nobles who could satisfy their status-based ambitions through the post of honorary supervisor there at the time.**

However, the information provided by the well-known historian requires clarifying. Using **‘Mesyatseslovs’, which contain lists of functionaries in the Russian Empire and the posts held by them,** the authors made certain corrections to the data provided by D. Bagalej. It appears that, by mistake, the scholar sometimes included the number of educational institutions in governorates that were part of the Kharkov Educational District at the time he was writing his book but were not its part in the period that he was writing of. For example, D. Bagalej tells us that there were 10 schools in Tambov Governorate in 1834 that were part of the Kharkov Educational District (Bagalej, 1904: 1052). However, in 1834 Tambov Governorate did not belong to this district (it was its part in the early 20th century). In another case, D. Bagalej tells us that there were 11 of Oryol Governorate’s schools within the Kharkov Educational District, whilst Oryol Governorate was no longer in existence at the time he was writing his book. The historian may have made some inaccuracies in reckoning the numbers of uyezd and minor public schools in various regions of the Kharkov Educational District in other periods too, which is attested by data for the corresponding years obtained by the authors from **‘Mesyatseslovs’.**

‘Mesyatseslovs’ also helped the authors determine the number of honorary supervisors who served in the period under review in schools within the Kharkov Educational District. Table 2 displays not only the number of honorary supervisors in them (Mesyaceslov, 1815-1834). It also illustrates the dynamics of change in the number of these functionaries over time, which makes it **possible to draw some conclusions about the post’s popularity among nobles. The dashes in the table indicate that in that specific period the region was not yet part of the Kharkov Educational District or was already out of its jurisdiction (accordingly, the number of honorary supervisors there is not provided).**

Table 2. Numbers of Uyezd and Minor Public Schools within the Kharkov Educational District and Honorary Supervisors in Them

Governorate, oblast	1815		1818		1824	
	Schools	Honorary supervisors	Schools	Honorary supervisors	Schools	Honorary supervisors
Sloboda Ukraine	11	5	11	4	10	5
Chernigov	11	4	13	9	15	10
Ekaterinoslav	7	4	7	5	6	4
Poltava	14	10	14	11	15	13
Kursk	14	10	15	10	14	12
Oryol	10	3	10	4	11	10
Voronezh	7	4	7	6	7	5
Kherson	6	0	8	2	5	3
Taurida	4	0	5	2	5	2
Don Cossack Host	4	0	4	0	3	0

Black Sea Cossack Host	1	0	1	0	1	0
Kiev	-	-	-	-	1	0
Total	85	40	95	53	93	64

Governorate, oblast	1828		1830		1834	
	Schools	Honorary supervisors	Schools	Honorary supervisors	Schools	Honorary supervisors
Sloboda Ukraine	11	6	11	8	11	11
Chernigov	15	12	15	10	-	-
Ekaterinoslav	6	4	7	6	-	-
Poltava	15	14	15	14	15	13
Kursk	15	12	14	11	15	14
Oryol	-	-	-	-	-	-
Voronezh	-	-	-	-	8	6
Kherson	5	3	5	4	-	-
Taurida	6	2	6	1	-	-
Don Cossack Host	8	0	8	0	8	0
Black Sea Cossack Host	1	0	1	0	-	-
Kiev	5	0	4	0	-	-
Caucasus	4	3	4	3	5	4
Astrakhan	3	2	3	1	-	-
Bessarabia	-	-	6	0	-	-
Total	94	58	99	58	62	48

As evidenced from [Table 2](#), in 1815 as many as 47 % of the schools had patron administrators in the person of honorary supervisors in them. In 1818, the figure was 55.8 %, in 1824 – 68.8 %, in 1828 – 61.7 %, in 1830 – 58.6 %, and in 1834 – 77.4 %. These are general statistics for the entire Kharkov Educational District. In actuality, it tells us very little about the popularity of the post of honorary supervisor. In interpreting the above quantitative data, you must take into account the characteristics of the development of governorates and oblasts whose educational institutions were under the jurisdiction of the Kharkov Educational District. Many were part of national regions just recently incorporated into the Russian Empire with a social structure different from the general, imperial, one. In these lands, the status of local elites was not yet established in full – i.e., they had yet to be converted to the Russian nobility format. Therefore, members of local elites were not always eligible for the post of honorary supervisor. In certain regions, there was no nobility as a social layer or the group was very small, which made it financially incapable of having its members take on the duties of a school benefactor. This was the case in the lands of the Don and Black Sea Cossacks and Bessarabia Oblast.

Therefore, to assess the popularity of the post of honorary supervisor among nobles as objectively as possible, it may help to use quantitative data on regions with a well-established social structure and administrative mechanism. In the period under review, these regions included the Sloboda Ukraine, Chernigov, Poltava, Ekaterinoslav, Kursk, Oryol, and Voronezh governorates ([Table 3](#)), i.e. a group of so-called Great Russian governorates and Ukrainian governorates that had long been part of the Russian Empire.

Table 3. Dynamics of Change in the Numbers of Uyezd and Minor Public Schools and Honorary Supervisors in Them in the Sloboda Ukraine, Chernigov, Poltava, Ekaterinoslav, Kursk, Oryol, and Voronezh Governorates

Governorate, oblast	1815		1818		1824	
	Schools	Honorary supervisors	Schools	Honorary supervisors	Schools	Honorary supervisors
Sloboda Ukraine	11	5	11	4	10	5
Chernigov	11	4	13	9	15	10
Ekaterinoslav	7	4	7	5	6	4
Poltava	14	10	14	11	15	13
Kursk	14	10	15	10	14	12
Oryol	10	3	10	4	11	10
Voronezh	7	4	7	6	7	5
Total	74	40	77	49	78	59

Governorate, oblast	1828		1830		1834	
	Schools	Honorary supervisors	Schools	Honorary supervisors	Schools	Honorary supervisors
Sloboda Ukraine	11	6	11	8	11	11
Chernigov	15	12	15	10	-	-
Ekaterinoslav	6	4	7	6	-	-
Poltava	15	14	15	14	15	13
Kursk	15	12	14	11	15	14
Oryol	-	-	-	-	-	-
Voronezh	-	-	-	-	8	6
Total	64	48	62	49	49	44

As evidenced from [Table 3](#), in these governorates the post of honorary supervisor was quite popular among nobles, with its popularity growing continually. In 1815, there were honorary supervisors in 54 % of the schools, in 1818 – 63.6 %, in 1824 – 75.6 %, in 1828 – 75 %, in 1830 – 79 %, and in 1834 – 89.8 %.

The popularity of the post of honorary supervisor in uyezd schools had grown continually ever since it was established in the Russian Empire in 1811 ([PSZ-1. Vol.31. №24754: 830](#)). Starting in 1834, decisions about appointing one an honorary supervisor had to be made by the senior management of the university that was the center of an educational district, and then this had to be ratified by the Minister of Public Education ([Pavlovskij, 1906: 123](#)). Prior to that, the post of honorary supervisor was elective (although the Minister would still have to ratify it after the election) ([PSZ-2. Vol.3. №2502: 1103](#)).

One of the first elections of honorary supervisors in the Kharkov Educational District was held in 1812. Not all data on the election have survived to the present day. Some of the data are available in the State Archive of Kharkov Oblast. Specifically, it is known that in early 1812 the authorities held elections to appoint honorary supervisors in uyezd schools in Chernigov Governorate. A total of 13 supervisors were elected (Glukhov Uyezd School – collegiate councilor Ya. Magerovsky, Novozybkovsk Uyezd School – titular councilor I. Miklashevsky, Krolevetsk Uyezd School – collegiate assessor I. Bardakov, Surazhsk Uyezd School – collegiate councilor A. Khanenko, Gorodnyansk Uyezd School – collegiate councilor A. Bakurinsky, Novgorodseversk Uyezd School – court councilor V. Lobisevich, Konotopsk Uyezd School – N. Fedorovich, Sosnitsk Uyezd School – collegiate councilor M. Dunin-Borkovsky, Starodubsk Uyezd School – Count A. Bezborodko, Ostersk Uyezd School – poruchik I. Tansky, Kozeletsk Uyezd School – poruchik S. Baranovsky, Nezhin Uyezd School – state councilor M. Pocheka, and Chernigov Uyezd School –

titular councilor P. Yanko). A little later, court councilor F. Zabela was appointed to the post of honorary supervisor in Borzna. In Chernigov, the Little Russian governor general and the Minister of Public Education made an agreement not to ratify the candidacy of P. Yanko, as it was decided that there was no need for such a functionary there, since the Chernigov Uyezd School was already supervised by the principal of the Chernigov Gymnasium (GAKhO. F. 667. Op. 283. D. 116: 1; GAKhO. F. 667. Op. 283. D. 104: 4).

A little smaller is the amount of data available on honorary supervisors of uyezd schools appointed that same year, 1812, in Poltava Governorate. It is known that in the Kremenchug and Lubny uyezds they appointed to the post of honorary supervisor titular councilor Lysenko (aged 48), in Mirgorod Uyezd – captain Koretsky (44), in Kobeliaky Uyezd – rittmeister Kun (41), in Lokhvitsa Uyezd – junior captain Kalenichenko (37), in Pereiaslav Uyezd – collegiate assessor and marshal of the nobility Lukashevich, in Piryatin Uyezd – collegiate councilor Vikulovich, in Khorol Uyezd – court councilor and marshal of the nobility Alekseev (33) [the last name is written in the document illegibly; the authors managed to establish the functionary's name by consulting a different source (Pavlovskij, 1906: XXXI)], in Gadyach Uyezd – major Stanislavsky (49), and in Zenkov Uyezd – fleet captain-lieutenant Levenets (43) (GAKhO. F.667. Op.283. D.116: 23-24).

The authors also managed to clarify information on two honorary supervisors in Ekaterinoslav Governorate, also elected in 1812. To the post in the Novomoskovsk Uyezd School, they appointed poruchik Klevtsov (aged 27), and to that in the Bakhmut Uyezd School – poruchik Ivashov (42) (GAKhO. F. 667. Op. 283. D. 116: 24).

It is not known precisely what the material status of each of the above supervisors was. However, it can be stated with a high degree of probability that all of these individuals were wealthy nobles. This is reflected by the fact that every honorary supervisor would have to contribute to the school 100 rubles and up on a yearly basis. Sometimes, the amount reached 300, 500, or more rubles. On top of that, an honorary supervisor could pledge funds or even donate a real estate property of their own to the school.

The authors managed to clarify information on the material status of some of the above-mentioned honorary supervisors in Poltava Governorate. Specifically, titular councilor Lysenko owned 435 male serfs, captain Koretsky – 1,255 male serfs, rittmeister Kun – 106 male serfs, junior captain Kalenichenko – 40 male serfs, court councilor and marshal of the nobility Alekseev – 444 male serfs, major Stanislavsky – 604 male serfs, and fleet captain-lieutenant Levenets – 333 male serfs. No information could be found on the material status of Pereiaslav Uyezd Marshal of the Nobility Lukashevich and collegiate councilor Vikulovich. It is also known that honorary supervisor of the Novomoskovsk Uyezd School Klevtsov owned 740 male serfs, and honorary supervisor of Bakhmut Uyezd School Ivashov owned 199 male serfs.

The pursuit of ranks and awards to improve one's standing was not the only reason nobles were trying to get the post of honorary supervisor. The government had sought to make sure that the post would be held by individuals who sincerely cared about the development of education. Luckily, quite many nobles did evince a disposition to take an active part in making the nation's schools a better experience for its youth. For the most part, these individuals were not only wealthy but well-educated too. This fact is best illustrated by honorary supervisors of uyezd schools in governorates severed from Rzeczpospolita and incorporated into the Russian Empire back in the late 18th century. Many wealthy members of the local nobility (szlachta) viewed public service as an honorable mission. They believed that the responsibility rested upon *them*, members of the privileged szlachta estate, *exclusively* to fulfill that mission.

Table 4 displays some data on seven honorary supervisors of uyezd schools in the Podolia and Volhynia governorates. These data were obtained from their service records. They were appointed to the post of supervisor between 1819 and 1829, when the two governorates were still part of the Vilna Educational District. However, subsequent to the Polish uprising of 1830-1831 the district ceased to exist, with the Volhynia and Podolia governorates placed in early 1831 under the jurisdiction of the Kharkov Educational District. Accordingly, service records for all functionaries registered with the Ministry of Public Education, including honorary supervisors, were turned over to Kharkov University – the district's center (GAKhO. F.667. Op.283. D. 315). Table 4 lists the educational institutions that were under the tutelage of this type of supervisors. It also provides some information on the functionaries' material status and cites their high government awards and posts to give you an idea of the high social status of these individuals.

Table 4. Data on the Material and Social Status of Certain Honorary Supervisors in the Volhynia and Podolia Governorates

Supervisor, school	Material status, total male serfs	Ranks, titles, posts	Awards
K. Przedziecki, Letichev and Proskurov uyezd schools (since 1828)	4,808	Count; chamberlain at the Imperial Court; active state councilor; Proskurov Uyezd Marshal of the Nobility (1808–1811); Podolia Governorate Marshal of the Nobility (1820–1832)	Highest Grace; Order of St. Anna, Second Class, with diamonds; Order of St. Vladimir, Third Class; Order of St. Stanislaus, First Class
F. Chatsky, Vladimir Uyezd School (since 1827)	2,325	Chairman of the School Funds Committee for the Volhynia, Podolia, and Kiev governorates	
E. Rakovsky, Kamenets Uyezd School (since 1827)	1,050	Judge of the Civil Appeals Court of Ushitsa Uyezd; Kamenets Uyezd Marshal of the Nobility (since 1827); honorary manufactory correspondent in Podolia Governorate	Order of St. Vladimir, Fourth Class; Order of St. Anna, Third Class; Highest Grace
V. Vozhidar-Pogorodensky, Rovno (1820–1823), Lutsk, and Klevan (since 1823) uyezd schools	2,326	Lutsk Uyezd Marshal of the Nobility (1820–1825); Volhynia Governorate Marshal of the Nobility (1825)	Order of St. Anna, Second Class
V. Boreiko, Rovno Uyezd School (since 1819)	N/A	Zemstvo commissioner; assessor to the Treasury Committee; deputy of the Volhynia Principal Court, Rovno Uyezd Marshal of the Nobility (1800–1806); member of the School Funds Committee for the Volhynia, Podolia, and Kiev governorates; head of the Education Committee; retired since 1815	Order of St. Anna, Second Class
V. Gansky, Zhitomir Uyezd School (since 1819)	3,882	Deputy of the Kiev Governorate Gentry Assembly; member of the Chapter of the Order of Malta; Radomyshl Uyezd Marshal of the Nobility (1808–1811), Volhynia Governorate Marshal of the Nobility (since 1811)	Order of St. John of Jerusalem (Maltese Cross); Order of St. Anna, Second Class, with diamonds; Order of St. Vladimir, Fourth Class; Highest Grace

V. Porchinsky, Ostrog Uyezd School (since 1829)	312	Deputy of the gubernia Gentry Assembly; Rovno Uyezd Marshal of the Nobility (since 1826); candidate for the post of Volhynia Governorate Marshal of the Nobility	Highest Grace; Order of St. Anna, Second Class
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As already noted, the majority of honorary supervisors were well-educated individuals. D. Bagalej analyzed the educational level of supervisors in schools under Kharkov University at 1818 (Bagalej, 1904: 1095-1096). Unfortunately, the historian mixed up some of the quantitative data on honorary and full-time supervisors, which makes it impossible to establish the share of educated honorary supervisors at the time. Nevertheless, these data may provide a general idea of the educational and cultural level of persons who held the post of supervisor back then (Table 5).

Table 5. Educational Level of Honorary and Full-Time Supervisors of Public, Uyezd, and Powiat Schools under Kharkov University at 1818 (based on data from D. Bagalej)

Type of educational institution or way of receiving an education	Number of supervisors
Ecclesiastical education; teacher's seminary	5
Noble boarding school; noble school	3
Gymnasium	2
Home education	3
Collegium	10
State-run school; additional courses	2
Military educational institution (cadet corps, the Page Corps)	5
Medical surgical academy	1
Public school	4
University	2
Data not available	50
Supervisors believed not to have received an education	28

Information on the educational level of honorary supervisors was sometimes provided in their service records. Unfortunately, many of these documentary sources have not survived to the present day, while a portion thereof may have yet to be discovered by researchers amongst sizable archival material. However, even extant service records can be incomplete, which will make it impossible to establish the educational level of particular functionaries. For instance, the service record for honorary supervisor of the Letichev and Proskurov uyezd schools (Podolia Governorate) Count K. Przewdziecki contains no information on his education. The document was created in 1831. By that time, the **count's age was 48 (i.e., he was born circa 1782 or 1783). With that said, the first entry in the service record is dated 1808, when the functionary was about 25 years old (at that time, he was appointed to the post of the Uyezd Marshal of the Nobility).** This suggests the following three possible scenarios:

1) Count K. Przewdziecki may have not attended school at all, which appears to be improbable, considering the educational level of members of the medium and large szlachta engaged in public service in the lands of Rightbank Ukraine between the late 18th and the first half of the 19th centuries. It is also worth taking into account the very nature of service in the post of honorary supervisor, which involved active engagement in official correspondence with local authorities, the university senior management, etc.;

2) Count K. Przewdziecki may have received a home education. Facts of this kind were provided in service records quite rarely;

3) Count K. Przewdziecki may have received an education at one or several educational institutions, which could, too, have been left out of the service record for various reasons. Perhaps, information of this kind was available in other, earlier, service records for K. Przewdziecki but was not transferred to the 1831 document.

The service records for the other six honorary supervisors in Volhynia and Podolia Governorates, mentioned in Table 4, do not provide any data on their education either. Just like in the case of K. Przezdziecki, the first entry captured the start of their career in public service. This group of functionaries began service at the age of 19 to 20 (V. Gansky and V. Boreiko) and before the age of 27 (F. Chatsky). Thus, each of these individuals may have received a home education or graduated from a particular educational institution by the time of entering public service (GAKhO. F. 667. Op. 283. D. 315).

The service record for honorary supervisor of the Sosnitsa Uyezd School in Chernigov Governorate M. Dunin-Borkovsky does mention the fact of his having received an education – **“He entered service after having completed a program of study at his own expense”** (GAKhO. F. 667. Op. 283. D. 116: 7-8). However, the document does not specify which educational institution he attended. Basically, the entry was to reflect the actual fact of the future supervisor entering public service (Dunin-Borkovsky entered service in the Little Russian Collegium, opting for the local Cossack rank of bunchuk comrade) (Degtyarev et al., 2020). A little more specific is the education-related information provided in the service record for honorary supervisor of the Surazhsk Uyezd School A. Khanenko. **It says there that Mr. Khanenko “attended the Imperial Moscow University Boarding School”.** The document even lists the courses he took there (GAKhO. F. 667. Op. 283. D. 116: 13-14).

Thus, entries in honorary supervisor service records alone will not provide you with all reliable information on their educational level that you need. To obtain or clarify this information, it definitely will help to draw upon additional documentary sources. This appears to be a promising thematic area of focus in the context of the study of the institution of honorary supervisors in the Russian Empire.

5. Conclusion

As already noted in the work’s first part, the post of honorary supervisor was quite popular among nobles in the area covered by the Kharkov Educational District. Some nobles used serving in this post to improve their social status or public standing (by working toward a rank or even an award), with most tending to take their duties quite formally. At the same time, there were individuals who wholeheartedly took part in organizing and improving the work of uyezd schools, with many not only pledging funds of their own to the cause but taking an active part in the life of those institutions as well.

The data provided in this work attest to steady growth in the number of honorary supervisors in the Kharkov Educational District during the first third of the 19th century. The post appears to have enjoyed ever-increasing popularity at the time across the entire Russian Empire.

It is difficult, for now, to draw accurate conclusions about the educational level of the **period’s honorary supervisors. However, the authors are of the view that the overwhelming majority** of these functionaries were educated. That said, their educational level may have varied – from an education received through home-based instruction to one acquired at a university.

The institution of honorary supervisors of uyezd schools appears to have played a highly significant role during the period of the making of the system of secondary education in the Russian Empire in the first half of the 19th century. At that time, the number of uyezd schools started to grow sharply, with the government unable to ensure the proper organization of educational institutions of this kind in each uyezd. The introduction of the post of honorary supervisor helped resolve the issue to a certain degree. The authorities virtually delegated to them a major portion of their own powers regarding the organization of educational institutions and the educational process in regions. That said, the government sought to implement an entire raft of motivational measures to interest one in the post. These incentives included the possibility of working toward a rank or an award and the virtual absence of punishment for careless performance **of one’s duties. Although working as a supervisor was considered a public service job, the senior management could simply discontinue the use of a wrongdoer’s services. It is using honorary supervisors** that the government managed to resolve many of the issues associated with the outfitting of uyezd schools with everything necessary, providing of students with textbooks, monitoring of the quality of education, and making of important decisions related to staffing.

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