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**ESTABLISHMENT AND ACTIVITY OF MILITARY EDUCATIONAL
INSTITUTIONS IN YELISAVETGRAD REGION IN 1859-1886**

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In the article, the preconditions for the establishment and activity of educational military institutions in Yelisavetgrad region in 1859-1886 have been studied. The content and features of the educational process of military educational institutions in Yelisavetgrad region in 1859-1886 have been characterized. It has been concluded that the origin of military education in the Yelisavetgrad region began with the opening in 1859 of an officer cavalry school. An important element in the preparation of entrants to military schools was the military progymnasium, which operated in Yelisavetgrad from 1869 to 1886 and was the only of such establishments on the Ukrainian lands. Significant role in creating it was played by I. Offenberg, who also became an initiator of studies in the military corps.

Key words: military educational institutions, Yelisavetgrad region, military school, officer cavalry school, military education.

кандидат педагогічних наук, Перцов О. В. Створення та діяльність військових навчальних закладів на Єлисаветградщині у 1859–1886 рр. / Центральноукраїнський державний педагогічний університет імені Володимира Винниченка.

У статті досліджено передумови створення та діяльності військових навчальних закладів на Єлисаветградщині у 1859–1886 рр. Охарактеризовано зміст та особливості навчального процесу військових навчальних закладів на Єлисаветградщині у 1859–1886 рр.

Зроблено висновок, що зародження військової освіти на Єлисаветградщині почалося з відкриття у 1859 р. офіцерського кавалерійського училища. Важливим елементом підготовки вступників до військових училищ була військова прогімназія, яка діяла у Єлисаветграді з 1869 до 1886 рр. і була єдиним таким закладом на українських землях. Велику роль у створенні його відіграв І. Оффенберг, який також став ініціатором занять у військових корпусах.

Ключові слова: військовий навчальний заклад, Єлисаветградщина, військове училище, офіцерське кавалерійське училище, військова освіта.

Introduction. The reformation of the armed forces of Ukraine at the present stage puts forward increased requirements for officer personnel, their business, professional, human and moral-combat qualities. Paying attention to the priority of professional training of officer personnel, it is necessary to establish a spiritual connection between different generations of Ukrainian officers in order to attract the younger generation of military personnel through education and upbringing to the traditions, culture and achievements of the past.

One of the ways of further improving the education of the command staff in modern conditions is the study of the rich experience in the development of the theory and practice of educating servicemen, in particular of the second half of the 19th - first third of the 20th century, when important reforms of military education took place, which led to the formation of a system of youth military education. Yelisavetgrad had a rich history of military education.

The purpose of the article is to study the preconditions for the establishment and activity of educational military institutions in Yelizavetgrad region in 1859-1886.

The analysis of historical and pedagogical sources testifies that the problem of the development of military education in general and the activities of the Yelisavetgrad Cavalry Cadet School in particular attracted the attention of researchers of the second half of the 19th and early 20th centuries. In the first studies of P. Bobrovskiy (60-80's of the 19th century), M. Lalaiev (1892, 1898, 1900), A. Rozenschild von Poulin (1907), M. Galkin (1907), F. Grekov (1910), V. Bernatskiy (1913), P. Petrov and N. Sokolov (1914) et al, an overview and a general analysis of the existing system of military education in the Russian Empire were presented.

Defeat in the Crimean War, in which, along with the dedication of the Russian Empire's troops, there turned out to be a one-sidedness of the officers corps training, undermined the authority of the army in general and military educational institutions, in particular. Major General of the Russian Army, a military pedagogue, an inspector of the Oleksandrivsk Military School V. Von-Bool noted that after the Crimean Campaign, citizens began to treat the military with contempt and even hostility [11, p. 297].

Students of military-educational institutions also looked at themselves and their future title with no proud, but with some humiliation, and at officers – with irony [10, p. 46].

The first attempts at reforming military education took place immediately after the end of the Crimean War. Commander-in-Chief of the Grenadier and Guards Corps, a general of the cavalry, adjutant general, member of the State Council F. Rediger in the memorandum of June 4, 1855 noted that in addition to the main cause of the losing in the war – centralization of military command and the lack of capable people at high

command positions - the military is not trained art of fight, since the focus of the educational process was set on marching drills [1].

In early 1856 F. Rediger filed a project of a system of Cadet schools organization to Emperor Alexander II. The establishments were intended for junkers (cadets) who served in the army. The developer of the document believed that it was necessary to engage cadets in training and education in winter months, when the cadets were almost not involved in the military service [3, p. 27].

According to the project, F. Rediger's Cadet schools were created attached to all corps, except for the Guards, since it already had a School of Guards podpraporshiks and cavalry cadets. For the purpose of implementing the project, a committee was created "for sketching up the Regulations on Cadet Schools" under the direction of the developer [9]. In 1856 the committee created a plan for the organization of 11 infantry and 8 cavalry Cadet schools. All schools, after examinations, accepted cadets who had served at least two months in the order. The training term was two years and included general education and special military subjects. After term completion, an exam had to be taken.

F. Rediger's reforms of the military education influenced the founding of the first military establishment in Yelisavetgrad region. In 1856, as a commander of a separate reserve corps was appointed a combat general, Baron Ivan Petrovich Offenbergh 2nd. His main focus was on the training of, qualified in their trade, managers and officers and raising the level of special cavalry education. For this purpose, the general developed a project for the organization of the Yelisavetgrad Cavalry Academy. The Commission, considering the proposed project, decided to create (as a kind of experiment for four years) a Cavalry School for regiments officers under the direction of I. Offenbergh 2nd in Yelisavetgrad.

For the first time, the regulation on the "Cavalry School, established in the city of Yelisavetgrad for officers of the forces under the command of the commander of a separate reserve cavalry corps" was proclaimed May 28, 1858. According to it, in 1859 there opened Yelisavetgrad Officer Cavalry School with a two-year term of study was opened in 1859 [12, p. 39-40], which became the first of such schools in Russia. There were no cavalry schools at that time at all.

There is not much information about the activity of this first military educational institution for the training of officers-cavalry. One of the only sources is the memories of a retired cavalier Baron I. Offenbergh "General-of-cavalry Ivan Petrovich Offenbergh 2nd and our army cavalry under his command from 1856 to 1862" (1892).

The school was headed by Colonel E. Guyli. In 1861, 7 teachers trained 67 officers in the school. For practical classes a parade ground was used, which, after the elimination of military settlements, went to the engineering office with a boulevard and a park.

The purpose of the officer cavalry school in accordance with the "Regulations" was, firstly, in the special education of cavalry officers who already had experience of service and were to become squadron commanders, and secondly, in the training of officer instructors for regiments educated in the cavalry affair. In accordance with this goal, admission to college was allowed to ober-officers from the cornet to the captain rank inclusively. Initially, officers of 2, 4, 5, and 6 cavalry divisions and eight regular cuirassier regiments (one from each) – 32 officers in total were admitted. However, given the fact that there were 107 people willing to study, the number of students at the request of I. Offenbergh was increased to 64. Supernumerary students had the same rights as the staff ones, with the exception of the financial [5, p. 48-49].

In 1860, an order was received about sending officers of 1, 3, 7 Army cavalry divisions, of which the last two were not part of the corps, to the school [5, p. 48-50].

The curriculum of the institution was made in accordance with the approved by Nicholas I "Regulation for the Education of Students of Military Educational Institutions", dated December 24, 1848, which regulated the future officers training.

According to the "Regulation", military educational institutions were supposed to train an honest and educated member of the family and the state, an officer who deliberately performed his duties. The study of subjects had to be exempted from scholasticism, from utopian hypotheses and additional objects that did harm to the abilities of students and their education [6, p. 6-7].

The teaching of military disciplines was subject to the threefold purpose:

1) to contribute to the sturdy absorption of military knowledge necessary for entering the military service;

2) to give a solid knowledge to those who wished to finish their education in higher educational establishments;

3) to form self-study skills that would contribute during the further military service to independently study the general direction, spirit and development of contemporary military art, to prevent the commander from false ideas and theories with which he will be acquainted while reading military works [6, p. 43].

It was pointed out that teaching must be practically directed, description of the theory, abstract concepts desirable to be eliminated, and each rule applied in practice [6, p. 44].

The curriculum of the cavalry officer school consisted of the following subjects: the military statute on cavalry service, tactics (all types of

weapons, including cavalry but briefly), theories of the "Little War" (in full extent with careful familiarization of officers with topographic maps), field fortification and artillery (overview), horse riding theory and theory of horses training (in full extent with learning lessons in practice, lessons for proper bridling, saddling and studying a cavalry horse), horse science and a brief overview of the basics of veterinary art (with a detailed study of skin rashes and hoof diseases, proper shoeing at different stages of the hoof), vaulting, fencing, firing [5, p. 44].

During the study of *the Military Statute*, attention was paid to the awareness of the knowledge of the subject. The officers had to understand its purpose and meaning and could use them during combat operations. I. Offenbergl drew the attention of the lecturers: "We, ..., were always firmly aware of the statutes, but unfortunately, thought for too long that, besides the statute, nothing else was needed to know, and therefore unlearned – how to understand them and use them intelligently in the war" [5, c. 51].

"*Tactics*" discipline included not only cavalry troops, but also all other groups of troops. I. Offenbergl explained this in such a way: "How can a cavalry, not knowing its properties, can with and against such as them fight?"

The task of the course was seen by the general in studying the structure, location, movement, actions of cavalry during operations and taking into account the features of the area at the same time – in fact, all that line officers did not know and did not want to know, trying to make decisions based on their own experience already during combat actions "as marshmallows flying through the air, but not walking on the ground" [5, p. 51]

The discipline of tactics was more reliant on practice than on theory. It was considered on military-historical examples, explaining their plans.

In the establishment there briefly acquainted students with the *Field Fortification*, paying attention to the construction of the fortifications during the defense of any points captured by the unmounted cavalry, the ability to compile reports according to the plan: how and in what place the fortifications of the enemy were built, which difficulties may occur during the offense on his positions. Baron I. Offenbergh believed that the cavalry could be used, when necessary, unmounted, thus defended the position that dragoon regiments could be divided into light cavalry [5, p. 52-53]

Theory of "Little War" was taught by one of the prominent teachers of Yelisavetgrad school, a graduate of Academy of General Staff, a Ukrainophile, a well-known acquaintance of T. Shevchenko, and M. Dobroliubov, the future Lieutenant-General Mykolai Dementiiovych Novytskyi (1833-1906). His "Lectures of the Little War, given in the Yelisavetgrad Officer Cavalry School", were published in Odessa in 1865 [13, p. 40]. During the study of *Theory of "Little War"* general demanded understanding and reading of the maps, according to him, the map - "the same guide, which then only can be used when we can understand and speak it" [5, p. 54]. Only superficial attention was paid to capturing the plans of the area and their reproduction on paper. Although outside the walls of the school Ivan Petrovich issued an order in which, under the direction of divisional quartermasters and under the supervision of chiefs of the division headquarters, officers studied military eye-measure survey and military reviews.

Theory of horse riding and training was studied during the theoretical course and in practice (in manege and field). General Offenbergh considered manege riding not as a purpose, but as the means without which the officer could not learn quickly and fearlessly to ride, understand the secrets of horse training and methods of training the soldiers. He tended to repeat:

"Without the initial exercise, no musician ever reached concert performance" [5, p. 54].

Horse training was considered by the experienced military as a gymnastics for a human. " I. Offenberg drew attention to the fact that during the horse training physical qualities of the horse and its individual characteristics are studied. May 20, 1862, he developed "Instructions for training a repair horse" [5, p. 72]. To improve the officers' knowledge and skills, he took them to horse racing, allowed to take GI horses for riding in the city and beyond.

Gymnastics and vaulting was taught by Viol - a known in St. Petersburg gymnast from the circus L. Basen. The task of gymnastics and vaulting was seen by general in the development of agility and strength required for the cavalry [5, p. 73].

For dismounted training of ulans and hussars there was given one lesson a week, for dragoons – more often. It was held, as a rule, on the field.

I. Offenberg did not repeat the material already familiar with the officers, but familiarized with elementary knowledge that they did not have an idea of. The officers noted that they not only did not know the basic principles of military art, but did not reflect the importance of their own weapons, for example, knew little about the horse training and shoeing.

The general taught correctly and rationally to train horses so that their forces are saved in accordance with the needs of the cavalry order. The researcher of the officer's cavalry school S. Shevchenko gives an interesting fact: when the institution was formed, in order to familiarize officers with the art of shoeing horses, they began to seek a teacher, that is, a veterinarian who would have practical experience in shoeing horses. It turned out that no such a person was found in any cavalry regiment, so it was decided to invite a specialist from Vienna [13, p. 30].

Teachers of the school were engaged in educational and cultural work in the city. One of two city free Sunday schools for men was operating at the cavalry school [12, p. 39-40]. In the winter school manege there were theater performances.

In 1866, in connection with the resignation of General I. Offenbergh, an order was issued to unite the Yelisavetgrad Cavalry School with the training cavalry squadron into one educational institution called the Educational Cavalry Squadron. The place of its quartering was assigned to the Selishchen Barracks of Novgorod Province [5, p. 1, 2].

In addition to the establishment of an officer school, General I. Offenbergh organized classes *in military buildings* in Yelisavetgrad region. All classes for the cavalry units that consisted in a separate reserve cavalry corps were divided into three periods: winter, spring, summer. The main purpose of the *winter period* was individual education, which the general considered fundamental for cavalry education.

In the *spring period*, the training of squadrons and regiments was performed, in *the summer* - training divisions and large units, in those cases when they got together under Yelisavetgrad for the Tsar reviews.

The subjects of winter classes were: horseback riding, the use of cold and firearms unmounted and mounted, fencing, vaulting and gymnastics, dismounted training. A special officer was appointed to train cavalry. During the reviews, he was responsible for the level of knowledge of the entire team he was entrusted with. Besides, the educational process necessarily took place under the direct supervision of squadron commanders.

Further in the article, it has been characterized separately how the training was conducted on each subject.

Horse riding was trained by a cavalryman on a daily basis. Only in the case of severe frosts training in the field was canceled and classes were held in an indoor manege area, if it was in units. During the class, the

squadron was divided into two groups: one trained in the manege, the other – in the field. Attention was focused on mounting and proper horse management, on the ability to cut with sabers and pikes. The general paid more attention to training the cavalry for a saber battle. In I. Offenbergs order of 1859, it was stated: "The rider should be trained so that the horse's management and the use of the weapon he turned into a single mechanical action" [5, c. 71].

Fencing exercises were held twice a week. The precision and the impact strength were mainly trained.

The content of the subjects of "Gymnastics and vaulting", "Unmounted training" was similar to the content of the officer cavalry school.

In addition, during the winter period, lower ranks of cavalry officers exercised in the post and ordinary service in order to develop independence and speed in decision making. In fact, I. Offenbergs arranged the military equestrian post offices that linked the headquarters of the corps with the headquarters of the cuirassier, 2 and 5 cavalry divisions and the headquarters of all the regiments. All 9 months of the year they held a correspondence with each other. Since the 4th and 6th divisions were settled in the Kursk and Kharkiv provinces and, accordingly, were distant from the corps headquarters in Yelisavetgrad, they were not contacted by postal posts. However, they also were committed to have the similar ones. On envelopes the crosses were necessarily left, the number of which indicated the speed of mail delivery [5, p. 73, 74].

The spring period - from the end of March to June - was dedicated, as noted above, to squadron and regiment training. In addition, to the regiments, training passed only when the material was well learned on the squadron.

Training in the squadron was carried out daily: one day in a scatter system, one in the closed. At that time, the speed of the front construction and the execution of all types of attacks were worked out.

In the summer period, during the gathering of divisions, statutory studies were held, as well as one-sided and two-sided studies [5, p. 79].

Therefore, we can conclude that General I. Offenbergh tried not only to improve the education of lower officer ranks, but also ordinary cavalymen.

Another institution that helped to expand the contingent of cavalry schools students was the *Yelisavetgrad military progymnasium*.

In July 1868, Emperor Alexander II approved the project for the conversion of most military elementary schools (St. Petersburg, Yaroslavl, Volsk, Kyiv, Orenburg, Omsk, Irkutsk, Vladikavkaz) into military progymnasias. A general educational institution of a shortened term was established in Kyiv to prepare for entering the Cadet school. For four years, students studied Russian, the Law of God, arithmetic, drawing, drafting, history and special disciplines. Teachers for the institution were trained at the teacher's seminary at the Moscow Military Elementary School [8, p. 142].

From Kiev to Yelisavetgrad, the progymnasium moved in 1869. It was the only one of such educational establishments on the Ukrainian lands of the Russian Empire. Children of officers, officials, nobles and honorary citizens were admitted to the progymnasium. Boys aged 12 to 17 could enter the institution. Moreover, enrollment at state-owned vacancies in a boarding school was carried out according to seniority of ranks. First of all, the sons of the officers were admitted (regardless of the presence of the nobility), then – of civilian officials of the military department, further – of hereditary and personal noblemen who had not served in the army [7, p. 339].

Inside each rank, entrants were ranked according to their social status: first were admitted full orphans, then orphans, one of whose parents died in the war or died from injuries sustained during hostilities, the third - simply orphans, and the fourth - the sons of those who had permanent injuries and received a retirement pension from the Committee on the Wounded [7, p. 339].

Military Minister D. Miliutin noted that the purpose of military progymnasia was to train boys for the term of Cadet schools. They were intended for children of parents who, due to poverty or other circumstances, could not prepare their children for study at Cadet schools [4]. In addition, there were put forward two more goals: the education of students with poor abilities who could not master the course of military gymnasia and give elementary education to the sons of officers and officials of the military offices and children of other classes, for whom recruit conscription was not compulsory. [8, p. 141-142].

Thus, such institutions were necessary for at least two reasons: firstly, they performed a charitable function, allowing them to receive education for state funds for children of needy nobles and officers; and secondly, providing cadets with a guaranteed minimum of applicants, since graduates of civil schools could not choose military service.

All military progymnasia were replenished by pupils of military gymnasia, which, due to academic failure or non-compliance with the norms of education, were transferred to these institutions.

According to S. Shevchenko, in 1881, 200 students attended the Yelisavetgrad military progymnasium (as in St. Petersburg and Omsk). Bigger number of students was only in the Yaroslavl and Orenburg institutions. They trained 400 people. There were total 10 of institutions of this type in the Russian Empire, with a total of 6730 students in 1871-1880, 2837 in 1881-1885, and 1542 in 1886-1890.

In 1869, an instruction was issued from the military unit for military progymnasia, which clearly defined the methods and techniques of training in general and accordingly to each of the subjects, textbooks and manuals.

Since 1874, programs of military progymnasia began to focus more on the future education of graduates in Cadet schools. Of the 96 weekly hours, for arithmetic and algebra 22 were given, Russian language - 19, Law of God - 10, geography - 9, geometry - 8, history, science, writing and painting - 7 hours each. In addition, the students studied gymnastics, deportment and marching, as well as dances and singing. Foreign languages, unlike gymnasiums, were not studied in military progymnasia.

The number of lessons in each of the four classes was 24 hours a week [8, p. 59].

In the structure of the institution there was the house church of Archangel Michael, which was arranged and consecrated in 1870.

After graduating from the institution in accordance with the "Regulations" of 1869, the best students of military progymnasia were transferred to the military gymnasium before the end of the training, but only if they had the right to do so "by origin", that is – were noble [7, p. 340].

Also, after successful completion of the course in military progymnasia, students who reached the age of 16 and had good behavior and expressed the desire to prepare for the pedagogical activity entered the teacher's seminary, or after reaching the age of 17 years were enrolled in regiments with a referral to the Cadet schools on the rights of Volunteers of the 3rd category. All others - on the same terms with volunteers of the second category, that is, after a year of service and unter-officer rank [2, p. 16]. In 1886, the military progymnasium ceased to exist.

Conclusion. Consequently, we can conclude that the origin of military education in the Yelisavetgrad region began with the opening in 1859 of an officer cavalry school. An important element in the preparation of entrants to

military schools was the military progymnasium, which operated in Yelisavetgrad from 1869 to 1886 and was the only of such establishments on the Ukrainian lands. Significant role in creating it was played by I. Offenberg, who also became an initiator of studies in the military corps.

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