

# The Study of Soviet Everyday Life as a Direction of Cooperation of the Central State Archives of Public Organizations of Ukraine with Scientific and Educational Institutions

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## ABSTRACT

In the article an attempt is made to show the possibility of cooperation of the Central State Archives of Public Organizations (CSAPO of Ukraine) with scientific and educational institutions in solving urgent problems of academic life. Using the set of sources of the Archives, the author decided to outline some aspects of everyday life of a separate social group of the Soviet society - teachers of the Khrushchev's "thaw" period (1953-1964ss). The selected research topic is due to the interests of the teachers and students of the institutes of higher education, with whom the Archives contacts every year during familiarization with the peculiarities of the Archives' functioning. The author has concluded that the set of sources of the CSAPO of Ukraine creates opportunities for researchers in conducting specific historical research.

Lo studio della vita quotidiana sovietica come una direzione di collaborazione dell'Archivio Centrale di Stato delle Pubbliche Organizzazioni di Ucraina con istituzioni scientifiche ed educative

## SINTESI

In quest'articolo si cerca di mostrare la possibilità di una cooperazione dell'Archivio Centrale di Stato delle Pubbliche Organizzazioni di Ucraina (CSAPO dell'Ucraina) con istituzioni scientifiche ed educative per risolvere gli urgenti problemi della vita accademica. Utilizzando l'insieme di fonti dell'Archivio, l'autore ha deciso di delineare alcuni aspetti della vita quotidiana di un gruppo sociale distinto della società sovietica - gli insegnanti di periodo del "disgelo" di Krusciov (1953-1964). Il tema di ricerca selezionato è dovuto agli interessi dei docenti e degli studenti degli istituti d'istruzione superiore, con il quale l'Archivio ha contatti ogni anno durante la familiarizzazione con le peculiarità del funzionamento degli Archivi. L'autore ha concluso che l'insieme delle fonti del CSAPO dell'Ucraina crea opportunità per i ricercatori nel condurre specifiche ricerche storiche.

Preučevanje sovjetskega vsakodnevnega življenja kot smernice za sodelovanje Centralnega državnega arhiva javnih organizacij z znanstvenimi in izobraževalnimi institucijami

## IZVLEČEK

V prispevku je predstavljena možnost sodelovanja Centralnega državnega arhiva javnih organizacij Ukrajine (CSAPO) z znanstvenimi in izobraževalnimi institucijami pri reševanju resnih problemov akademskega življenja. Z uporabo virov, ki jih hrani arhiv, avtorica predstavlja nekatere vidike vsakodnevnega življenja posebne socialne skupine sovjetske družbe - učiteljev iz obdobja vladavine Hruščeva (1953-1964). Tema je bila izbrana predvsem na osnovi zanimanja učiteljev in študentov izobraževalnih institucij, s katerimi arhiv vzdržuje redne stike. Avtorica zaključuje z dejstvom, da nudijo viri, ki jih hrani CSAPO raziskovalcem možnosti za izvajanje specifičnih zgodovinskih raziskav.

Дослідження радянської повсякденності як напрямок співпраці Центрального державного архіву громадських об'єднань України з науковими та освітніми установами

ABSTRACT

В статті здійснена спроба показати можливість співпраці ЦДАГО України з науковими та освітніми установами у вирішенні актуальних проблем наукового життя. Використовуючи джерельний комплекс архівної установи, автор зупинився на деяких аспектах повсякденності окремої соціальної групи радянського суспільства - вчительства періоду хрущовської "відлиги" (1953-1964 рр.). Обрана тематика дослідження обумовлена інтересами викладачів та студентів вищих навчальних закладів, з якими архів щороку контактує в процесі ознайомлення з особливостями роботи установи. Автор дійшов висновку, що джерельна база ЦДАГО України створює можливості для науковців у проведенні конкретних історичних досліджень.

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One of the important directions of activity of the CSAPO of Ukraine is the active cooperation with scientific and educational institutions in order to promote a comprehensive popularization of retrospective information which is gathered in its documentary funds. Forms of such cooperation are quite diversified. Among them - the preparation of thematic exhibitions of documents, participation in conferences and roundtable discussions, organizing familiarization trips and student researches, presentation of archive's documentary publications in the universities and so on. As a result of such fruitful interaction, the CSAPO of Ukraine takes part in academic life and, consequently, cannot stand aside of the processes that take place in modern historical science. And its development has led to increasing researchers' interest to everyday life issues, such as: coverage of life world of people, their daily behaviour, opinions, attitudes towards domestic problems, government, society etc.

In Europe, the history of everyday life as the direction of historical research has received recognition in the second half of the twentieth century through scientific activities of F. Braudel<sup>1</sup>, C. Ginzburg<sup>2</sup>, D. Levi<sup>3</sup>, A. Ludtke<sup>4</sup>, and H. Medick<sup>5</sup>. In Ukraine it is a relatively new aspect of historical study, which only starts getting supporters among scientists.

The research interests of tutors and students of the institutes of higher education, with whom the Archives collaborates every year during familiarizing them with the peculiarities of the institution's work became the impetus for the study of Soviet everyday life within the CSAPO of Ukraine. During the last years the CSAPO of Ukraine has provided passing the research practice for students from the historical faculty of Kyiv National Taras Shevchenko University, National Aviation University Institute for the Humanities, Boris Hrinchenko Kiev University Pedagogical Institute. During the practical classes future scientists, teachers, educators were involved in the basic directions of archival institution's work, getting familiar with its documentary funds and got the possibility of using them for their scientific needs. In particular, teachers and students of the Boris Hrinchenko Kiev University Pedagogical Institute became interested in the problem of everyday life of teachers as a socio-professional group in historical perspective: their quantitative and qualitative composition, material conditions, main activities etc.

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1. Fernand BRAUDEL, *The Structures of Everyday Life*, London 1981; F. BRAUDEL, *Material Civilization. Economics and Capitalism, XV-XVIII cc, Vol. 1: The Structure of Everyday Life: the Possible and the Impossible*, Moscow 2006.

2. C. GINZBURG - C. PONI, *Was ist Mikrogeschichte?*, "Geschichtswerkstatt", 6(1985), pp. 48-52; C. GINZBURG, *Microhistory: two or three things I know about it, Modern methods of teaching modern history*, Moscow 1996, pp. 207-235, H. MEDICK, *Mikro-Historie. Neue Pfade in die Sozialgeschichte*, Frankfurt n M. 1994; H. MEDICK, *Microhistory, Theory and History of Economic and Social Institutions and Systems*, "Almanac", Moscow 1994, 2, n. 4. pp. 192-197.

3. G. LEVI, *On Microhistory, New Perspectives on Historical Writing*, ed. by Peter Burke. University Park (Pennsylvania) 1992, pp. 93-111.

4. A. LUDTKE, *The History of Everyday Life in Germany: New Approach to Work, War and Power Studies*, Moscow 2010.

5. H. MEDICK, *Mikro-Historie. Neue Pfade in die Sozialgeschichte*, Frankfurt an M. 1994; H. MEDIC, *Microhistory, Theory and History of Economic and Social Institutions and Systems*, "Almanac", 2(1994), n. 4. pp. 192-197.

The purpose of this article is an attempt to show the possibility of cooperation of the CSAPO of Ukraine with scientific and educational institutions in the study of current issues of academic life, based on the coverage of certain aspects of teachers' everyday life in the USSR during the period of the first half of the 1950s - the first half the 1960s.

The source complex of the CSAPO of Ukraine contains considerable documentary basis for the study of everyday life of the teachers of indicated period. Founded in 1929 as the archive of the Communist Party of Ukraine, the CSAPO of Ukraine stores the documents of the top party leadership - the Politburo, the Organizing Bureau, the Secretariat (fund 1, description 6, 8, 16, 17), materials of the Communist Party of Ukraine Central Committee departments (fund 1, description 23, 24, 30, 31), regional, city and district party committees information documents sent to the Central Committee of the Communist Party of Ukraine, citizens' correspondence with the party leadership (fund 1, description 40, 41). The most valuable documents for the study of the Soviet teachers' everyday life are stored in fund 1, description 73 - schools' department of the Communist Party of Ukraine. Among them one can find staff reports, advisories, reports, certificates of the schools' departments of the Communist Party of Ukraine, regional committees of the Communist Party of Ukraine, bodies of public education for teachers' professional training and their further employment, teachers' financial situation, the state of political, educational and ideological work and so on.

The study of indicated documents makes it possible to understand the personnel policy of the Soviet leadership in education. In the post-war period arose the acute problem of rebuilding the school network and providing it with teachers, as during the Great Patriotic War the USSR had lost about 35% of teachers. In order to staff the schools within the shortest possible period of time, distant education was introduced in the institutes of higher education, short-period professional training courses for teachers were organized, measures were taken to return to the work in pedagogical field those who had been demobilized from the Red Army or worked in other professional areas. As a result, at the beginning of the 1950s the need for teaching staff was actually satisfied. In 1954, 298 thousand teachers were working in the schools of the republic<sup>6</sup>.

The Ministry of Education of the USSR not only predicted that at the beginning of the 1960s schools of the republic would be provided by teachers, but also anticipated their surplus. Therefore, since the mid 1950s, the USSR Ministry of Education has begun the reorganization of the network of teaching institutions - 24 teachers' colleges were closed, 5 teachers' institutes were transformed into pedagogical institutes, the students' admission was decreased<sup>7</sup>.

However, school staffing never became balanced. Even at the beginning of the 1960s the schools of the republic lacked 10 thousand teachers, including teachers of physics, mathematics, foreign languages, drawing and singing<sup>8</sup>. The reasons for this were: a significant increase in the number of pupils in schools, the expansion of the school network by means of the collective and state farms construction, conversion to 8-year compulsory education and one-shift training. In addition, there was a need for elementary school teachers. In order to provide educational institutions with employees the republic leadership started the organization of one-year pedagogical classes attached to colleges and increased the students' admission in the institutes of higher education<sup>9</sup>. As a result, in 1965 the number of teachers has grown to more than 407 thousand people<sup>10</sup>.

The implementation of a proper learning process in schools of the republic depended not only on human resources of educational institutions but also on their education and qualification level. In the 1953-1954 academic years in USSR only 19% out of 298 thousand teachers had a complete higher education<sup>11</sup>. Especially the lack of teachers was felt in the seven-year and secondary schools. In order to provide schools of the republic with relevant pedagogical staff teachers of grades 1-4 were prepared to work in grades 5-7 and teacher of grades 5-7 - for grades 8-10 through retraining courses

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6. Central State Archives of Supreme Bodies of Power and Government of Ukraine (CSASBPG of Ukraine), fund 166, descr. 15, file 1435, page 134.

7. CSAPO of Ukraine, fund 1, descr. 73, file 717, page 39.

8. CSASBPG of Ukraine, fund 2, descr. 9, file 8365, page 158.

9. CSAPO of Ukraine, fund 1, descr. 73, file 751, page 45.

10. *Public Education, Science and Culture in the Ukrainian SSR: Statistical Yearbook*, Kyiv 1973, p. 36.

11. CSAPO of Ukraine, fund 1, descr. 73, file 682, page 59.

and distance learning in the institutes of higher education. Due to these measures in the 1960-1961 academic years, 40% of the teachers received complete higher education<sup>12</sup>.

Especially the lack of qualified teachers was felt in rural areas, due primarily to the material and socio-cultural level of teachers, which was far lower than in the city. That's why graduates of the institutes of higher education were reluctant to working in rural schools. As a result, urban schools were filled by teachers who worked part-time, while rural schools did not have enough qualified teachers.

In order to stimulate the growth of the pedagogical personnel body of rural schools the Council of Ministers of the USSR back in 1948 established a number of benefits for this professional category. In particular, village councils were obliged to provide teachers with free communal apartments with heating and electricity, to build houses and allocate them household plots according to standards established for farmers. Also teachers were exempted from mandatory agricultural supply to the state.

However, despite the measures that were taken to deploy the construction for rural teachers, providing them with housing was carried out slowly. Thus, by 1953, only 59% of the planned buildings were provided for the use of teachers<sup>13</sup>. Regional Party Committees in Information to the Central Committee of the Communist Party of Ukraine complained about the unsatisfactory implementation of housing for teachers. In the Rivne region only 20% out of the planned 695 buildings were transferred to pedagogical employees<sup>14</sup>. This situation in 1955 forced the USSR Council of Ministers to oblige Soviet republics to anticipate the costs of teachers' houses construction in the construction plans of schools in rural areas<sup>15</sup>. But in the regional departments of education, as well as in the collective and state farms there not always were enough funds for this purpose. Therefore, in the mid 1960s, the problem of accommodation provision for teachers still had not been resolved.

The basis of the material prosperity of education workers was salary, because household farming had predominantly auxiliary character. Its size was dependent on the level of education, work experience, location and type of school in which the teacher worked. Teachers (excluding the directors and head teachers who formed a separate category) were divided into 4 categories: 1-4, 5-7, 8-10 grades and teachers of drawing, painting, music, singing and labour. Depending on the level of education they were granted category I (those who had complete higher education) or category II (those who had incomplete higher education). Teachers of grades 1-4 in rural schools without pedagogical education and work experience of less than 5 years received the smallest salary - 441 rubles. The biggest salary - 935 rubles - received teachers of grades 8-10 of urban schools with complete higher education and work experience over 25 years<sup>16</sup>.

This system of education employees' wages was imperfect and contained a number of deficiencies. Firstly, the salary depended on the location of the school: teachers in rural areas received 30-60 rubles less than their colleagues in urban schools. Secondly, the wages of teachers depended on the subject - teachers of drawing, painting, music, singing and labour received 60-100 rubles less than their colleges who taught basic subjects. Thirdly, there were three groups of wage-rates depending on the type of school - the lowest wage-rate was in primary schools (grades 1-4), middle wage-rates - in secondary schools (grades 5-7), high wage-rates - in high schools (grades 8-10). Fourthly, additional obligations payment - duties of class teacher, checking exercise books, conducting extracurricular activities - did not meet the actual cost of time. In addition, in early 1960s arose a significant difference between the labour remuneration of the education employees and the workers of the manufacturing sector of the economy. For example, in 1960 the average salary of teachers was 24% lower than the industrial workers<sup>17</sup>. To increase the salaries of teachers the Central Committee of the Communist Party of Soviet Union, USSR Council of Ministers and the All-Union Central Council of Trade Unions July 15, 1964 adopted a resolution whereby the size of teacher salaries depended on the number

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12. *Public Education, Science and Culture in the Ukrainian SSR: Statistical Yearbook*, Kyiv 1973, p. 36.

13. CSASBPG of Ukraine, fund 166, descr. 15, file 1435, page 167.

14. CSAPO of Ukraine, fund 1, descr. 73, file 663, page 17.

15. CSASBPG of Ukraine, fund 166, descr. 15, file 1413, pages 10-10 rep.

16. *Salaries of public education institutions employees. Collection of laws and guidance materials*, Lviv 1956.

17. N. A. BELOVA, *Soviet teachers' wages in 1920-1960-ies*, "Yaroslavl Pedagogical Gazette", 1(2011), Vol.1 (Humanities), pp. 35-38.

of students, education level and teaching experience. As a result, salaries of teachers with higher education increased by 26,5%, with incomplete higher education - by 21,2%, with specialized secondary education - by 16,6%, with comprehensive secondary education - by 13,3%<sup>18</sup>.

The government was interested in the growth of material well-being of teachers because they not only performed intellectual training of the younger generation, but also carried out propaganda and agitation of the basic postulates of Soviet ideology.

The main methods of spreading the ideas of the Communist Party among the population were lecture work, group and individual interviews, thematically evenings, evenings of questions and answers etc. There were created lecturing groups attached to collective and state farms, enterprises, the task of which was clarifying to the population the Central Committee of the Communist Party of USSR, USSR Council of Ministers, USSR Supreme Soviet decisions, carrying out atheistic propaganda and so on. Every beginning of the school year a list of lecture topics to be read to the public was sent to the schools of the republic. Teachers prepared to those lectures, selected relevant literature. Inspectors of schools' departments from regional committees of the Communist Party of Ukraine regularly checked their lecture work, as well as the level of knowledge of Marxist-Leninist theory, the understanding of party policy in domestic and international affairs etc<sup>19</sup>. For example, in the Ternopil region in 1953, 406 teachers worked as propagandists, 86 - as consultants, 47 - as lecturers of district committees of the Communist Party of Ukraine<sup>20</sup>.

Social and political themes of lectures were supplemented by lectures of atheistic nature. Since the early 1950s the authorities actively started to carry out antireligious policies - systematic atheistic propaganda was recognized as the most effective method of eradicating religious feelings among the population. Teachers were obliged to organize atheistic circles and evenings, at which they had to disprove the divine origin of religious phenomena and cults, emphasize the negative impact of religion and the church on social life and clarify the causes of antireligious policies<sup>21</sup>. For example, in October 1960, in the village Yelyzavetivka, Petrykivka district, Dnipropetrovsk region lecturers from the school of atheism within 6 months have read 40 lectures and conducted 57 interviews to villagers<sup>22</sup>.

Besides lecture work, educators participated in the deputy council meetings, friendly courts, spoke on the radio, edited radio newspapers, and published newspaper articles. Also an important role in their daily lives played party activities - participation in party organizations meetings and fulfilment of their orders. The variety of additional activities, both of public and party character had led to overburdening of teachers, and as a result they did not have enough time to perform their professional duties properly.

Thus, the everyday life of teachers was largely determined by the policy of the Party and the Soviet leadership. Understanding that building a communist society needed intelligent and ideologically educated citizens, the authorities relegated a very special role to the teachers. Heads of state were interested in quantitative and qualitative growth of educational staff, providing it with adequate material and social conditions, as the level of education and the outlook of the population depended on this. In the period under review the number of teachers has grown considerably, and also increased their education and qualification level. Due to the expansion of distance education and the organization of retraining courses during the period of the first half of 1950s - the first half of 1960s it became possible to double the number of employees with higher education. However, despite the government privileges granted to teachers, their financial situation did not improve significantly, because housing and welfare issue was not resolved, and the system of salary calculation remained unbalanced. Its size did not justify the efforts and time spent to perform both professional and socio-political responsibilities. Additional social commitment did not to leave the teachers' free time.

Thus, the source base of the CSAPO of Ukraine opens wide possibilities for the study of everyday history issues of the Soviet era. Using of its documentary complex makes the underground for the

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18. *Wages of the nonproduction sphere employees. Doctors and teachers*, Moscow 1967.

19. CSAPO of Ukraine, fund 1, descr. 73, file 662, page 158.

20. Ibidem, page 157.

21. CSAPO of Ukraine, fund 1, descr. 24, file 4704, page 125.

22. M. SAMIYLENKO, *School of atheism*, "Zorya", 74(1960), April 13, pp. 1-4.

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cooperation of the state organization with scientific and educational institutions. In addition, actually of the studying the everyday life causes in the further the need to popularization of the documents of National Archival Fund. That's why archive leadership realizes the actions in this direction and they are looking for the alternative ways and approaches.

## Source

Central State Archives of Supreme Bodies of Power and Government of Ukraine (CSASBPG of Ukraine), fund 2, descr. 9, file 8365.

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*Wage of the Nonproduction Sphere Employees. Doctors and Teachers*, Moscow 1967.

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*SUMMARY*

One of the important activities of the CSAPO of Ukraine is the cooperation with scientific and educational institutions by organizing the thematic exhibitions of documents, participation in conferences and roundtable discussions, organizing familiarization trips and student researches, presentation of archive's documentary publications in universities and so on. As a result of such fruitful interaction, the CSAPO of Ukraine takes part in academic life and, consequently, cannot stand aside of the processes that take place in modern historical science. And its development has led to increasing interest of researchers to the issue of everyday life, including daily life of certain social groups. One of these groups are teachers, who during the Khrushchev's "thaw" (1953s-1964s) not only carried out the intellectual training of the younger generation, but also performed propaganda and agitation of basic postulates of the Soviet ideology. In the post-war period arose the acute problem of rebuilding the school network and its provision with qualified teaching staff. Due to the active measures taken by state leadership, aimed at training pedagogical staff in educational institutions, a large number of young people at the beginning of the 1950s managed to provide schools with qualified teachers. And till the beginning of the 1960s state leadership managed to increase the education and qualification level of teachers. There were measures carried out to improve the financial situation of teachers by providing benefits and higher wages. However, teachers were required to pursue an active social and political work among the population, which caused the overloading of educators. The conducted research gives grounds to assert that the source complex of the CSAPO of Ukraine creates opportunities for the study of everyday life issues of the Soviet period.

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