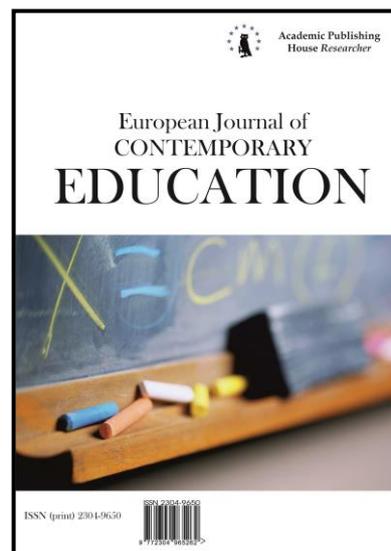




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## Regional Problems of Public Schools in the Russian Empire in 1869–1878 (using an example of the Vyatka Province)

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### Abstract

The article deals with regional problems of primary education in the Vyatka province of the Russian Empire during the period of 1869–1878. The author pays attention to the development of one-year and two-year schools, reveals the characteristic features of education development and takes into account regional specifics.

The Complete Collection of Laws of the Russian Empire was used as materials, as well as the reports published in the Ministry of Public Education journal; the author also uses scientific publications on Russian public education during the studied period.

In order to construct methodologically theoretical conclusions related to the result processing, we used a set of special analytical methods of research, including analysis and synthesis of results, abstraction, and the methodology of assumption. As a result of the application of analytical techniques, it was possible to systematize the information obtained and use it more effectively for theoretical conclusions related to the effectiveness of the public education system on the territory of the Vyatka province.

In conclusion, the authors note that the primary schools management in the Vyatka province had its own peculiarities. Thus, an attempt by the Zemstvo to switch a number of primary schools to their own expense had led to the inhibition of the development of regional public education by 1875. In addition, a characteristic feature of the region was that the Zemstvo reform completely eliminated church and parish schools, which again were re-open only in 1871. The common feature of the Vyatka school and national public schools was an increase in the number of girl students in rural schools.

**Keywords:** public education system, the Vyatka Province, 1869–1878, schools.

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### 1. Introduction

The system of public education in the Russian Empire was experiencing a period of active development in the second half of the XIX century. It should be mentioned that the “Decree on city schools” was adopted in Russia in 1872 (PSZRI, 1872, vol. XLVII. № 50909). According to this Decree all the province schools were renamed into city schools with an increase in the number of classes, thus improving the quality of education. This Decree affected 402 province schools (Shevchenko et al., 2016: 368). In addition, the government made efforts to unify the teaching techniques in primary schools at that time. For this a special set of rules was adopted for the primary public schools (Cherkasov, Smigel, 2016: 421; Rozhdestvenskiy, 1912).

This article focuses on one-year and two-year schools, which were in different departmental subordination in the Vyatka Province.

### 2. Materials and methods

The Complete Collection of Laws of the Russian Empire was used as materials, as well as the reports published in the Ministry of Public Education journal; the author also uses scientific publications on Russian public education during the studied period.

In order to construct methodologically theoretical conclusions related to the result processing, we used a set of special analytical methods of research, including analysis and synthesis of results, abstraction, and the methodology of assumption. As a result of the application of analytical techniques, it was possible to systematize the information obtained and use it more effectively for theoretical conclusions related to the effectiveness of the public education system on the territory of the Vyatka province.

### 3. Discussion and results

The problem of the development of public education in the Russian Empire was actively discussed since the early 1830's. At the same time, in 1834, the Ministry of Public Education began to publish its own journal – Journal of the Ministry of National Education.

As in 1869 there were 370 primary schools on the territory of the Vyatka province, and by 1878 their number had increased by 191, having reached a total number of 561 (Nurminskiy, 1878: 33). In other words, the number of schools in the province increased by 21 per year. However, if we consider this issue in detail, one can notice that the increase in the number of schools continued only until 1875. In 1875, 1876 and in 1877 it decreased, in comparison with 1874 (Table 1).

**Table 1.** Number of elementary schools in the Vyatka Province in 1869–1878

Years	Number of schools	Dynamics
1869	370	-
1870	397	+27
1871	478	+81
1872	509	+31
1873	572	+63
1874	603	+31
1875	591	-12
1876	576	-15
1877	559	-17
1878	561	+2

Considering the number of schools, we can observe the increase in all counties, although it was not evenly spread. For a visual introduction to the distribution of the number of schools in the counties, see (Table 2).

**Table 2.** Distribution of schools in the counties in different years

County	Number of schools			
	1869	1874	1878	%
Vyatka	38	45	46	8,2%
Glazov	27	59	49	8,7%
Elabuga	39	57	50	8,9
Kotelnich	31	44	38	6,8
Malmyzh	17	49	48	8,6
Nolinsk	31	49	46	8,2
Orlovsk	37	50	46	8,2
Sarapul	69	99	77	13,7
Slobodskoy	24	49	49	8,7
Urzhum	17	49	52	9,3
Yaransk	40	53	60	10,7
Total	370	603	561	100

Comparing the given indicators, we can observe an increase in the opening of schools in all the counties. Although in a number of counties at this time there was a significant increase in the number of primary schools. Thus, in the Urzhum county the number of schools increased by more than 3 times, in the Malmyzh county – by 2.8 times and in the Slobodskoy county – by more than 2 times. It is important to note that the counties with the smallest number of schools in 1869 had a sharp increase in their number. As a result, the number of schools in the counties became more equal by 1878.

It should be noted that most of the schools in the counties were subordinates to the Zemstvo. On January 1, 1864 Zemstvos got the right to open and run schools according to the Zemstvo's reform (Kalachev, 2011: 23). The schools were divided into two types: city and rural schools. "Regulations for the primary public schools" was later adopted on June, 14, 1864. It referred to the schools of all departments – the Ministry of Public Education, the Holy Synod (parish schools) and others. According to the "Regulations" all schools, regardless the department to which they belonged, had a unified curriculum (Law of God, Church and Civil lectures, Writing, Arithmetic, Choir) (Bychkova, 2009: 16).

In 1869 there were 23 city schools and 34 rural schools in the province. After 9 years the number of city schools increased by 11, and rural – by 180. Public organizations played an important role in public education at that time. For example, the Literacy society, which opened its' branches in various provinces of the Russian Empire (Kapranova, 2007: 201).

**Table 3.** The number of city and rural schools in 1869-1878

Year	City schools	Rural schools
1869	23	347
1870	28	369
1871	32	446
1872	30	479
1873	33	539
1874	32	571
1875	35	556
1876	34	542
1877	34	525
1878	34	527

Table 3 indicates that the number of city schools did not change a lot. However, it must be taken into account that some decrease in the number of schools did not occur due to the school closing, but due to their transfer to a higher level (for example, girls' parish schools became girls'

gymnasiums). This allows us to assert that the number of city schools was constantly growing. The number of rural schools reduced for quite obvious reasons. It should be noted that the primary schools were financed not only by the State treasury, city and rural societies, religious institutions and the Zemstvo, but also by the clergy and private individuals. The latter, as a rule, were severely restricted in funds and were supported only by the diligence of their founders. This group of schools had a great change in number. The table below indicates the distribution of schools by their financing sources (Table 4).

**Table 4.** Schools by their sources of financing

Year	Schools financed by:							Non-financed schools		
	State Treasury	Religious institutions	City Societies	Rural Societies	Zemstvos	% Of donated money	Total	Established by the clergy	Est. by the private individuals	Total
1869	-	-	9	2	347	1	359	-	11	11
1870	4	-	11	2	359	1	377	5	15	20
1871	10	2	12	2	374	1	401	65	12	77
1872	12	11	11	2	393	1	430	67	12	79
1873	12	11	10	2	396	1	432	110	30	140
1874	13	17	10	2	403	1	446	145	12	157
1875	14	17	11	2	402	1	447	134	11	145
1876	16	10	12	2	392	1	433	136	7	143
1877	16	28	11	2	424	1	482	66	11	77
1878	17	28	11	2	433	1	492	66	2	69

Table 4 indicates that the number of schools with permanent funding was constantly increasing. Only in 1876 there was a noticeable decrease, but then the number began to increase again. The number of non-financed schools was constantly subjected to strong fluctuations. The nature of this phenomenon was that such schools were at the expense of individuals. But since the aforementioned schools did not have financial support, they could not afford a large number of students. In this regard, the schools of the second group had almost no influence on the literacy of the population, and on the number of students.

Analyzing Table 4 it should be noted that the number of schools financed by the State treasury was steadily increasing. In 1869 such schools didn't exist and by 1878 17 of them had been opened. The number of schools that were supported by local funds remained unchanged. The number of schools, which were supported by the funds of city societies, also insignificantly increased (from 9 to 11). The great increase was in the number of schools that were funded by the religious institutions and the Zemstvo. The Vyatka province had its own specifics, and we will dwell on this in more detail.

When the Zemstvo institutions were opened in the Vyatka province, in January 1867, they were asked to take the elementary schools on their expense. At that time the elementary schools were run on a fee from the peasants (9 kopecks per year from each peasant) (Nurminskiy, 1878: 38). In many counties the Zemstvo accepted to pay only a part of the school expenses, while the other part was assigned to be paid by the local rural societies. The Zemstvo of the Vyatka province financed all the number of schools. This principle persisted during the first years of new schools opening. At that time, some cities also took advantage of this situation, transferring their schools to the maintenance of the Zemstvo, in order to reduce city expenses. As a consequence, city and rural societies did not increase the number of schools on their expense. At first, when there were a few schools, such an order of things did not present any difficulties and most of the Zemstvos opened

new schools willingly. But as the number of schools grew, it turned out that only the Zemstvo could not meet all the needs of education. The difficulties were not only in significant funding, but also in the economical management, and therefore they were forced to increasingly strengthen their offices. Only after that the Zemstvo decided to turn to rural societies with a proposal of school co-financing. However, the rural communities practically did not support the idea of introducing a new tax. The Zemstvo stopped opening new schools, inviting the rural communities to co-finance, and getting no response from the latter. This led to a drop in the number of schools. However, since 1877 the Zemstvo again began to finance the public education and the number of schools began to increase.

While the Zemstvo assemblies tried to get co-financing from rural societies, parochial guardianship appeared in the regions. It is important to note that the schools were always more loyal to the parish church, than to rural authorities. Church guardianship historically had a close connection with school. As a result, by 1878 there were 21 schools in the province, which were financed by church and parish guardianship. It should be mentioned that in 1874 there wasn't any school of that type and during that period of time, the rural societies did not open any school. In addition to this, guardianship participated in running the Zemstvo and State schools. The example of their activity is the following: in 1877, Izhevskoe guardianship (Sarapul Province), renovated a local school building, spending 2,500 rubles. (Nurminskiy, 1878: 40).

Another feature of Vyatka province was that there were no noble landowners in the region, and, consequently, there were no people who would encourage the villagers to help public education. It is also important to note that in several regions of Russia the Zemstvo educational reform of 1864 sharply reduced the number of parochial schools. In the Smolensk province there were about 800 parochial schools in 1862. After the Zemstvo reform, the number of schools began to decline drastically (due to the transition of pupils to Zemstvo schools) and by 1869 the number of parochial schools in the province dropped to 113 (Ivochkin, 2010: 60), which was almost 8 times less.

All schools were divided into one-year and two-year curriculum. In 1869 there were no two-year schools, but in 1878, there were already 9 of them. There were 4 of them subordinated to the Ministry of Public Education, and 5 - to the Zemstvos.

The schools were divided into boys', girls' and mixed schools. In 1869 there were 269 boys' schools, 57 girls' schools, and 44 mixed schools. In 1878 there were 110 boys' schools, 59 girls' and 392 mixed schools. Thus, compared with 1869, the number of boys' schools decreased by more than two times, the number of girls' schools increased only by 2, while the number of mixed schools increased by 9 times (Table 5).

**Table 5.** Number of schools by type

Year	Schools		
	Boys'	Girls'	Mixed
1869	269	57	44
1870	272	54	71
1871	260	67	151
1872	272	72	165
1873	259	81	232
1874	251	77	275
1875	236	75	280
1876	151	69	356
1877	110	59	390
1878	110	59	392

The data given in Table 5 shows that the number of boys' schools was in decrease, the number of girls' schools changed but didn't increase much and the number of mixed schools increased constantly. The reasons for this phenomenon were a constant increase in the number of girl students, which resulted in the transformation of boys' schools into mixed ones. On the other hand, this could be explained by the inability to have a sufficient number of separate girls' schools. It was

more profitable for the Zemstvo institutions to run two mixed schools than a boys' and a girls' school in one village. It is necessary to explain that boys' schools were run by male teachers. A significant number of female teachers came from the women's teachers training colleges to work in mixed schools in the early 1870's (Kornilova, Magsumov, 2017: 352-366; Ikonnikov, 1876).

There were schools for Russian and foreign children. The schools for foreign children were open by the Ministry of Public Education and the Vyatka Committee of the Missionary Society. In 1878 there were 20 schools of this type, 8 of them were supported by the Ministry, and 12 by the Committee. These schools were opened in remote places, mostly in villages with foreign population. It is necessary to admit that the teachers who could speak the local foreign language were selected to work in those schools.

Let us consider the total number of schools in relation to the population and the territory of the province. In 1869 there was 1 school for 362 square kilometers and 6394 inhabitants, and in 1878 – for 239 square kilometers and 4465 inhabitants. We see that the number of colleges rose sharply, despite natural population increase. Let us consider the number of students in primary schools. In 1869 there were a total number of 12.713 pupils in 370 schools, and in 1878 in 571 schools – 28.694 pupils. It is important to note that while the number of schools increased by only 191, or 51%, the number of students increased by 125%. Thus, the increase in the number of students was faster than the increase in the number of schools. In 1869, each school was accounted for 34.3 students, and in 1878 - 51 students (Nurminskiy, 1878: 44).

**Table 6.** Increase in the number of students by years

Year	Boys	Girls	Both genders	Dynamics
1869	10973	1740	12713	-
1870	12615	2309	14924	+2211
1871	15166	2954	18120	+3196
1872	16578	3382	19960	+1840
1873	18794	3940	22734	+2774
1874	20207	4506	24713	+1979
1875	19878	4422	24300	- 413
1876	21271	4471	25742	+1442
1877	23642	5007	28649	+2907
1878	23687	5007	28694	+45

A decrease in the number of students in 1878 was due to the lack of data (the data collection was carried out only in the first few months). This number increases throughout the years, decreasing only in 1875. Analyzing the data in Table 6, we find a gender imbalance. Thus, there were 82.9 % of boys, and 17.4 % of girls in the total number of students. It is interesting to note that since 1869 the number of boys in schools increased by 115 %, and the number of girls – by 187 %. This fact clearly demonstrates that the increase in the number of girls in schools was faster.

Of the total number of 28694 students, 2,617 studied in city schools and 2,677 in rural schools. Thus, 9.1 % of the total number of students were studying in city schools, and 90.1 % – in rural schools. Since city schools accounted for only 6 % of the total number of schools, it becomes evident that city schools had more students than rural ones. In fact, every city school accounted for an average of 79.9 students, and for each rural school this number was 49.4.

This distribution of students between city and rural schools is presented in Table 7.

**Table 7.** Distribution of students by years

Year	Number of students in city schools			Dynamics	Number of students in rural schools			Dynamics
	Boys	Girls	Total		Boys	Girls	Total	
1869	1143	472	1615	-	9830	1268	11098	-
1870	1275	432	1707	+92	11340	1877	13217	+2119
1871	1301	514	1815	+108	13865	2440	16305	+3088

1872	1400	525	1925	+110	15178	2857	18035	+1730
1873	1479	614	2093	+168	17315	3326	20641	+2606
1874	1637	690	2327	+234	18570	3816	22386	+1745
1875	1931	757	2688	+361	17947	3665	21612	-774
1876	1918	724	2642	-46	19353	3747	23100	+1488
1877	1885	732	2617	-25	21757	4275	26032	+2932

From the data given in [Table 7](#) it follows that the number of students in city schools at the indicated time increased by 1002, that is 62 %, and the number of students in rural schools increased by 14934, that is, by 134.5 %. Thus, the increase in the number of students was due to rural schools. This can be explained by the fact that there were a lot of students in city schools in 1869, as well as the fact that more schools were opened in the majority of the villages. Considering the increase in the number of students in city and rural schools by gender, we can see that in city schools the number of boys increased by 742 or 64.9 %, and the number of girls – by 260, or 55 %; in rural schools, the number of boys increased by 11,927, that is 12.13 %, and the number of girls by 3007, that is, by 237.1 %. Thus, the smallest percentage of the increase is in the number of girl students in city schools, and the largest – In the number of girl students in rural schools. The comparatively small percentage increase in girls' enrollment in the city schools is due to the fact that in the studied period, women's progymnasiums with preparatory classes were opened in the province cities, which replaced primary schools in provincial schools, so in some province governorates (6 out of 10) there were no special primary schools. A significant percentage increase in the enrollment of girls in the villages indicated a rapid awareness in the agricultural sector of the need for women education.

It is important to note that women's higher education was actively developing and the first women's training colleges were opened to train women teachers in the late 1860's in the Russian Empire ([Zinchenko, 1901: 26](#)).

#### 4. Conclusion

In conclusion we would like to note that the primary schools management in the Vyatka province had its own peculiarities. Thus, an attempt by the Zemstvo to switch a number of primary schools to their own expense had led to the inhibition of the development of regional public education by 1875. In addition, a characteristic feature of the region was that the Zemstvo reform completely eliminated church and parish schools, which again were re-open only in 1871. The common feature of the Vyatka school and national public schools was an increase in the number of girl students in rural schools.

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