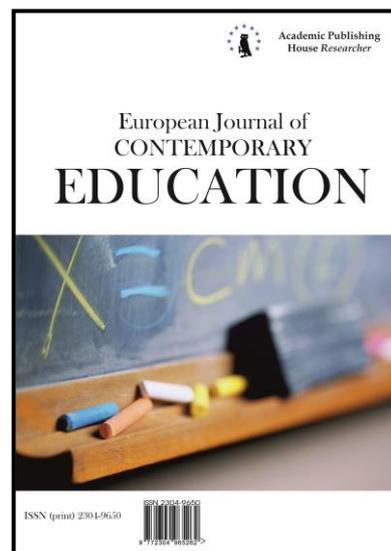




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The History of Education

The Development of the School Education System in Vologda Governorate (1725–1917). Part 3

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Abstract

This paper explores the process of the origination and development of the school education system in Vologda Governorate in the period 1725–1917. This part of the set is focused on the development of the region's public education system in the period 1860–1900.

The authors draw upon a set of works covering prerevolutionary pedagogy, as well as a pool of contemporary Russian scholarly literature.

In conducting the research reported in this paper, the authors employed both general methods of research, including concretization and summarization, and traditional methods of historical analysis. In addition, use was made of the historical-situational method, with a focus on exploring particular historical facts within the context of the given period in conjunction with various “neighboring” events and facts.

The authors conclude by noting that from 1860 to 1900 Vologda Governorate enjoyed a period of dynamic development in its public education sector, which can be illustrated by the following figures: (1) an increase in the number of educational facilities from 154 to 1,046; (2) an improved girls-to-boys ratio (1 to 4 in 1900, as opposed to 1 to 6 in 1860). The region witnessed a major change in its system of secondary education, with almost similar numbers of boys and girls achieved by the 1900s.

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The governorate entered the 20th century with a literate population of a little over 30% (exclusive of children under nine). Given the extensive experience gained in the course of its work on enhancing the system of public education, the governorate's leadership had come to realize that putting an effective system of education in place was possible only provided there was steady and sufficient funding available. And that is testimony that the 1860s experience *had*, actually, been taken into account.

Keywords: public education, gymnasium, specialized school, Vologda Governorate, Russian Empire, teaching staff.

1. Introduction

The first educational institutions in Vologda Governorate were established back in the 14th century. A prominent figure in this respect is Saint Stephen, the Apostle and Enlightener of Perm, who preached Christianity among local pagans (Popov, 1885: 40). In an effort to reinforce Christianity among the people, Saint Stephen went on to establish at the churches a series of specialized schools. He personally provided to children instruction in the Prayer Book and other church books (which had been translated into Zyryan).

However, after Saint Stephen's death writing in Zyryan would exist in the Perm region for only 100 years or so. It would eventually fade into oblivion, mainly due to pastors switching from Zyryan to the Slavic language. School education in the region would be resumed only under Peter the Great. This, third, part of the set is focused on the development of the system of public education in Vologda Governorate in the period from 1860 to 1900.

2. Materials and methods

The authors draw upon a set of works covering prerevolutionary pedagogy, as well as a pool of contemporary Russian scholarly literature.

In conducting the research reported in this paper, the authors employed both general methods of research, including concretization and summarization, and traditional methods of historical analysis. In addition, use was made of the historical-situational method, with a focus on exploring particular historical facts within the context of the given period in conjunction with various "neighboring" events and facts.

3. Discussion

Public education on the territory of Vologda province caused and continues to arouse the interest of specialists in the field of history of pedagogy. Initially, this topic was studied in the context of the history of Orthodoxy, and in particular the activities of St. Stephen of Perm in the XIV century. Researchers like E.A. Popov (Popov, 1885) and N. Otto (Otto, 1866), wrote or mentioned this topic, which was also mentioned in the work "For the History of the Vologda School Directorate" (Dlya istorii, 1860).

During the reign of Peter the Great, Russia began the process of creating educational institutions, namely, "numeric" schools and theological seminaries, which evolved to big and small schools, and later – to gymnasiums and district schools. The topic of public education in Vologda province in pre-revolutionary Russia was paid attention to by such researchers as: N. Bunakov (Bunakov, 1864) and A. Ivanov (Ivanov, 1879). It was also mentioned in the "Historical Review of the Activities of the Ministry of National Education, 1902–1902" (Istoricheskii obzor, 1902).

In the modern period, the topic of history of Vologda educational institutions was addressed by such researchers as: N.S. Vorotnikova (Vorotnikova, 2015; Vorotnikova, 2015a; Vorotnikova, 2016), L.N. Kolos (Kolos, 2015), A.A. Cherkasov et al. (Cherkasov, Smigel, 2016; Cherkasov et al., 2019; Cherkasov et al., 2019a). At the same time, the issues of regional education of other central and southern provinces of the Russian Empire are actively studied (Peretyatko, Zulfugarzade, 2017; Peretyatko, Zulfugarzade, 2017a; Kornilova et al., 2016; Natolochnaya et al., 2018; Magsumov et al., 2018; Shevchenko et al., 2016; Shevchenko et al., 2018).

4. Results

The abolition of serfdom had a positive effect on the development of the public education system in the Russian Empire at large and in Vologda Governorate as well. In 1860, the total number of educational institutions in Vologda Governorate was 154. The number of teachers was

300 (278 males and 22 females). The number of students was 6,734 (5,758 boys and 976 girls) (Table 1) ([Pamyatnaya knizhka, 1861: 66](#)).

Table 1. Educational Institutions and Total Students in Vologda Governorate as at 1860 ([Pamyatnaya knizhka, 1861: 66-67](#))

Administrative entity	Number of facilities	Number of students	
		Males	Females
1) Ministry of Public Education:			
Governorate Gymnasium	1	136	-
Noble boarding school at the gymnasium	1	51	-
First-rate specialized schools for females in Vologda	1	-	97
District specialized schools (for males and females)	12	505	177
Parochial specialized schools (for males and females)	14	451	245
Free daily school of priest Vasily Retrovsky in Vologda	1	5	22
<i>Total</i>	<i>30</i>	<i>897</i>	<i>382</i>
2) Specialized schools under the Department of State Property			
	56	2,447	348
3) Specialized schools under the Appanage Department:			
Tradesmen's schools	1	21	-
Rural specialized schools	9	274	-
Parochial specialized schools	44	157	202
Private schools	4	26	15
<i>Total</i>	<i>58</i>	<i>478</i>	<i>217</i>
4) Department of Religious Affairs:			
Seminary in Vologda	1	492	-
District specialized schools	6	1,108	-
Church-parochial specialized school in Ust-Sysolsk	1	36	-
<i>Total</i>	<i>8</i>	<i>1,636</i>	<i>-</i>
5) Alexander orphan home	1	-	70
6) Free daily school of priest Aleksandr Rukin in Gryazovetsky District	1	49	-
Grand total	154	5,758	976

As at 1860, the total number of students was 1/142 of the governorate's population. There was one schoolboy per 78 males and one schoolgirl per 510 females ([Pamyatnaya knizhka, 1861: 71](#)).

In 1862, Vologda Governorate had now 664 educational institutions. The number of teachers was 1,335, with 26 of these being females. The total number of students was 16,310, with 2,407 of these being females. The ratio of students at educational institutions to the total population was 1:60 and constituted 1/10 of the total number of youth of school age ([Pamyatnaya knizhka, 1864: 129](#)). Within the two-year period, the number of educational institutions rose four times (1860 – 154; 1862 – 664), while the number of teachers rose 2.5 times (by 1,035), and the number of students rose four times (by 9,576).

One may, possibly, find this progress somewhat questionable. The thing is that in 1853 the total number of students (boys and girls) was 5,974 – accordingly, in the six-year period the number of student had risen by 760 people, i.e. just 13%. Most of the subsequent increase in students was associated with the widespread opening of schools by the Department of Religious Affairs ([Table 2](#)).

Table 2. Educational Institutions and Total Students in Vologda Governorate as at 1862 (Pamyatnaya knizhka, 1864: 132)

Administrative entity	Number of facilities	Number of students	
		Males	Females
1) Ministry of Public Education:			
Parochial specialized schools	14	474	26
Private schools	2	6	71
<i>Total</i>	<i>16</i>	<i>480</i>	<i>97</i>
2) Specialized schools under the Department of State Property			
	64	2,917	414
3) Specialized schools under the Appanage Department:			
Rural schools	9	317	-
Parochial specialized schools	98	402	408
Private schools	5	36	15
<i>Total</i>	<i>112</i>	<i>755</i>	<i>423</i>
4) Department of Religious Affairs:			
Parochial specialized schools	1	43	-
Primary schools based at churches	448	7,384	1,125
<i>Total</i>	<i>449</i>	<i>7,427</i>	<i>1,125</i>
5) Alexander orphan home	1	79	1
Grand total	642	11,658	2,060

On March 21, 1863, the Vologda authorities carried out a one-day population census. The census results helped gain insight into literacy and education levels among the region’s residents. It was found there were 131 individuals with a higher education (all males), i.e. one per 78 residents; 747 male and 227 female graduates from a secondary educational institution, i.e. one male with a secondary education per 13 and one female with a secondary education per 39 residents; 744 males and 54 females with a primary education, i.e. one male per 13 and one female per 165 residents. There were 3,327 literate males and 2,520 literate females (‘literate’ meaning ‘can read, write, and count’). Finally, there were 4,245 illiterate males and 6,030 illiterate females. (Bunakov, 1864: 127). This information is displayed in Table 3.

Table 3. Literacy-Related Findings from a One-Day Census Conducted in Vologda on March 21, 1863

Literate residents who are graduates from an educational institution								Literate residents who can write and count		Total number of literate residents		Total number of illiterate residents		Literate to illiterate residents, %	
Those with a higher education		Those with a secondary education		Those with a primary education		Total									
131	-	747	227	744	54	1,622	281	3,327	2,520	4,949	2,801	4,245	6,030	53.8	31.8

Of particular interest in Table 3 is the number of those who either learnt to write and count on their own or did not finish an educational institution. This is well reflective of the logic so typical

of peasants and philistines – “the child has learnt to write and count, and thus needs not attend high school”. An alternative would be to hire a professional tutor living in a large trade village. Such tutors could accommodate up to 10 boys at a time at their own place. It was also possible to have a tutor live in the client’s house. The usual charge was 1-1.5 rubles for teaching the child to just read and 3 rubles for teaching them to both read and write. The tutor would normally live for a week with each of the families whose children they tutored. A program of study like this would typically take three years to complete ([Pamyatnaya knizhka, 1864: 133](#)).

The number of literate residents was even lower in other cities of the governorate, except for Yarensk. In Ustyug, the number of illiterate males was less than 1/2, and that of females was greater than 3/4. In Ust-Sysolsk, the number of illiterate males was around 2/3, and that of females was around 5/6. The lowest number of illiterate males was recorded in Yarensk, where the group constituted a little over 1/3 of the male population ([Bunakov, 1864: 129](#)). By degree of distribution of literacy, the cities of Vologda Governorate were positioned in the following order ([Table 4](#)).

Table 4. Distribution of Literacy across the Cities of Vologda Governorate based on the 1863 Census ([Pamyatnaya knizhka, 1864: 142](#))

	One illiterate resident per all residents (both sexes)	
1	Yarensk	1:1.91
2	Vologda	1:1.87
3	Velsk	1:1.77
4	Solvychegodsk	1:1.67
5	Kadnikov	1:1.67
6	Ustyug	1:1.63
7	Gryazovets	1:1.61
8	Nikolsk	1:1.56
9	Totma	1:1.49
10	Ust-Sysolsk	1:1.29

As evidenced from [Table 4](#), in Yarensk literate residents constituted nearly half of the population, whilst in Ust-Sysolsk the figure was only 25 %.

As regards the rural population, it may be particularly worth taking a look at statistics on Gryazovetsky District. In this district, out of 38,301 males 7,924 were literate, and out of 46,929 females only 1,817 could write and count. Thus, there was one literate male per 5 males and one literate female per 26 females. The number of literate residents in rural areas was a lot greater in places where there were more dissenters, as those who spread dissent placed quite a high value on literacy. Note that similar processes were taking place in the Catholic countries of Western Europe as well, where Catholics had failed to notice right away the widespread opening of schools by Protestants ([Mamadaliyev et al., 2019](#)).

As at 1870, the total number of educational institutions in the region was 677. There were 1,040 teachers, with 45 of these being females. The number of students was 12,491, with 1,440 of these being females ([Pamyatnaya knizhka, 1870: 23](#)).

[Table 5](#) illustrates the distribution of educational institutions across the administrative entities.

Table 5. Educational Institutions and Total Students in Vologda Governorate as at 1870 (Pamyatnaya knizhka, 1870: 24-25)

Administrative entity	Number of facilities	Number of students	
		Males	Females
1) Ministry of Public Education:			
Governorate Gymnasium	1	251	-
Valuation surveyor courses at the gymnasium	1	23	-
Mariinsky Gymnasium for Females	1	-	142
Pedagogical courses at the Vologda District Specialized School	1	39	-
District specialized schools	8	584	-
Second-rate specialized schools for females	5	-	240
<i>Total</i>	<i>17</i>	<i>897</i>	<i>382</i>
2) Department of Religious Affairs:			
Seminaries	1	382	-
District specialized schools	6	978	-
Primary schools at churches	551	5,817	695
<i>Total</i>	<i>558</i>	<i>7,177</i>	<i>695</i>
3) Zemstvo institutions:			
Urban parochial specialized schools and rural public schools	97	2,975	271
4) Private schools:			
In Vologda	2	-	49
In the village of Turundaevo	1	-	22
In Nikolsk	1	-	11
In Solvychevodsk District	1	-	12
<i>Total</i>	<i>5</i>	<i>-</i>	<i>94</i>
Grand total	677	11,049	1,442

In 1870, the ratio of students to the total number of residents was 1:78, or 1/13 of all youth (Pamyatnaya knizhka, 1870: 25).

It is also worth saying a few words about the region's libraries. As at 1870, in Vologda Governorate public libraries were in operation in the following cities:

1. Vologda. The library was run by a private person. It held 2,867 titles;
2. Kadnikov. Based at a district specialized school, the library held 496 titles;
3. Ustyug. Based at a district specialized school, the library held 657 titles;
4. Ust-Sysolsk. The library held 1,203 titles. It also carried several antique manuscripts.

The governorate's libraries held a combined total of 5,223 titles. The total number of subscribers was 240, with 133 of these being subscribers of the library in Vologda (Table 6).

Table 6. Distribution of Vologda Library Subscribers across the Estates (Pamyatnaya knizhka, 1870: 25)

	Estate	Number of subscribers
1	Nobles and government officials	58
2	Merchants and petit bourgeois	31
3	Clergy	3
4	Students	39
5	Teachers	2
	Total	133

By 1879, the number of educational institutions in the governorate continued to rise, reaching 322, five of which were secondary. These secondary educational institutions included the

following: the classic gymnasium for males, the ecclesiastical seminary, the real specialized school, the gymnasium for females, and the teacher's seminary. There were five progymnasia for females, three urban three-grade specialized schools (formed out of district specialized schools), two two-grade specialized schools, and a combined total of 302 primary urban and rural specialized schools for both sexes *and* church-parochial specialized schools (Pamyatnaya knizhka, 1880: 86).

As at 1879, there was one educational institution per 3,470 residents. In one year, from 1878 to 1879, the number of students rose by 736 and constituted 14,896 students (an increase of 5.2%). The ratio of students to the total number of residents was 1:75, with the figure being 1:54 with males and 1:341 with females (Pamyatnaya knizhka, 1880: 87).

When it comes to public specialized schools, one cannot but notice the sharp fluctuations around the region's church-parochial schools – in certain years these schools would close down on a massive scale, but they would reopen on as massive a scale afterwards. This phenomenon can be explained by nothing other than the lack of funding required to keep them running. Indeed, most school attendants would have to work for insufficient pay, while in some cases rural priests would have to work for free altogether – they would often be distracted from managing the school's day-to-day operations by their immediate duties around the parish, which impaired the stable operation of the educational facility.

Table 7. Distribution of Students across the Region's Church-Parochial Schools as at 1879 (Pamyatnaya knizhka, 1880: 87)

Districts	Number of schools	Number of students		Total students
		Males	Females	
Vologodsky	9	2,068	181	2,249
Gryazovetsky	9			
Kadnikovsky	4			
Velsky	20			
Totemsky	11			
Ustyugsky	7			
Nikolsky	18			
Solvychevodsky	9			
Yarensky	5			
Ust-Sysolsky	4			
Total	96			

Starting in 1870, the number of church-parochial schools decreased more than five times, while the number of students decreased just four times. The situation was more stable with urban parochial and rural specialized schools (organized via the state or zemstvo budget) (Table 8).

Table 8. Distribution of Students across the Region's Urban and Rural Specialized Schools as at 1879 (Pamyatnaya knizhka, 1880: 88)

Districts	Number of schools	Number of students		Total students
		Males	Females	
Vologodsky	36	7,966	1,569	9,535
Gryazovetsky	12			
Kadnikovsky	27			
Velsky	18			
Totemsky	18			
Ustyugsky	21			
Nikolsky	19			
Solvychevodsky	23			
Yarensky	11			
Ust-Sysolsky	15			
Total	200			

Each urban and rural specialized school had two instructors – a teacher of religion and a regular teacher.

A few words on the region’s teaching workforce. The total number of teachers in the governorate was 611, with 75 of these being females. A major portion of the region’s teachers had attended a secondary educational institution and a teacher’s seminary (Pamyatnaya knizhka, 1880: 88).

As at January 1, 1893, the total number of educational institutions in Vologda Governorate was 817. There were 32,264 students (26,705 boys and 5,559 girls). The number of secondary educational institutions increased to seven, with five of these located in the governorate’s center and two in district cities – one in Totma and the other in Ustyug (Pamyatnaya knizhka, 1893: 138).

There were five ecclesiastical specialized schools and six progymnasia for females. In the sector of public specialized schools, there were a total of 29 two-grade and three-grade urban, three-grade district, and primary urban and rural specialized schools under the Ministry of Public Education and 211 urban and rural specialized schools subordinate to the Specialized-School Councils.

Table 9. Educational Institutions and Total Students in Vologda Governorate as at 1893 (Pamyatnaya knizhka, 1893: 137-140)

Administrative entity	Number of facilities	Number of students	
		Males	Females
1) Secondary educational institutions:			
Ecclesiastical seminary	1	541	-
Classic gymnasium for males	1	248	-
Mariinsky Gymnasium for Females	1	-	263
Alexander real specialized school	1	190	-
Diocesan specialized school for females	1	-	214
Totma Teacher’s Seminary	1	160	-
Veliky Ustyug Diocesan Specialized School for Females	1	-	101
<i>Total</i>	<i>7</i>	<i>1,139</i>	<i>578</i>
2) Ecclesiastical specialized schools, progymnasia			
Ecclesiastical specialized schools	5	803	-
Progymnasia for females	6	-	637
<i>Total</i>	<i>11</i>	<i>803</i>	<i>637</i>
3) Public specialized schools:			
Two-grade and three-grade urban, three-grade district, and primary urban and rural specialized schools under the Ministry of Public Education	29	2,299	432
Urban and rural specialized schools subordinate to the Specialized-School Councils	211	9,898	2,199
<i>Total</i>	<i>240</i>	<i>12,197</i>	<i>2,631</i>
4) Church-parochial schools and literacy schools	559	12,566	1,713
Grand total	817	26,705	5,559

Based on data from the Diocesan Specialized-School Council, by January 1, 1893 Vologda Governorate had 81,563 boys and 83,716 girls of school age (Pamyatnaya knizhka, 1893: 140). Thus, the number of school-age children not in education in the governorate was 147,915.

In 1897, the Russian Empire carried out a population census, which, along with the nation’s demographic situation, covered the population’s literacy levels as well. The census revealed that in Vologda Governorate there were 328 literate males and only 67 literate females per 1,000. For both sexes, there were 191 literate residents per 1,000. Exclusive of children under nine, the number of

literate residents in the region rose to 30%. With that said, the number of literate males, exclusive of nine-year-olds, was 48 % (Uspenskii, 1914: 4).

As at 1899, the number of educational facilities in Vologda Governorate surpassed 1,000, reaching 1,046. There were a total of 47,445 students – 38,035 boys and 9,410 girls (Pamyatnaya knizhka, 1899: 9).

Table 10. Educational Institutions and Total Students in Vologda Governorate as at 1899 (Pamyatnaya knizhka, 1899: 9-10)

Administrative entity	Number of facilities	Number of students	
		Males	Females
1) Secondary educational institutions:			
Ecclesiastical seminary	1	493	-
Classic gymnasium for males	1	358	-
Mariinsky Gymnasium for Females	1	-	412
Alexander real specialized school	1	239	-
Diocesan specialized school for females	1	-	256
Totma Teacher's Seminary	1	103	-
Veliky Ustyug Diocesan Specialized School for Females	1	-	182
<i>Total</i>	<i>7</i>	<i>1,193</i>	<i>850</i>
2) Ecclesiastical specialized schools, progymnasia			
Ecclesiastical specialized schools	5	771	-
Progymnasia for females	6	-	887
<i>Total</i>	<i>11</i>	<i>771</i>	<i>887</i>
3) Public specialized schools:			
Urban and rural specialized schools under the Ministry of Public Education	35	3,119	773
Specialized schools subordinate to the Specialized-School Councils	237	12,972	2,938
<i>Total</i>	<i>272</i>	<i>16,091</i>	<i>3,711</i>
4) Church-parochial schools and literacy schools	756	19,980	3,962
<i>Grand total</i>	<i>1,046</i>	<i>38,035</i>	<i>9,410</i>

As evidenced by Table 10, in the last six years the number of secondary educational institutions, ecclesiastical specialized schools, and progymnasia for females did not change in the governorate. However, the number of primary schools increased by more than 200. Another noteworthy fact is the substantial increase in the number of female students. To be specific, in 1893 there were five boys per one girl, whilst in 1899 the ratio was now one girl to four boys.

Apart from traditional educational institutions, on the cusp of the centuries issues of public education were also handled in Vologda Governorate by the following two Orthodox fraternities: the Vologda Orthodox Fraternity of the All-Merciful Savior and the Veliky Ustyug Stephen-Prokopiev Orthodox Fraternity (Pamyatnaya knizhka, 1899: 10-11).

5. Conclusion

From 1860 to 1900, Vologda Governorate enjoyed a period of dynamic development in its public education sector, which can be illustrated by the following figures: (1) an increase in the number of educational facilities from 154 to 1,046; (2) an improved girls-to-boys ratio (1 to 4 in 1900, as opposed to 1 to 6 in 1860). The region witnessed a major change in its system of secondary education, with almost similar numbers of boys and girls achieved by the 1900s.

The governorate entered the 20th century with a literate population of a little over 30 % (exclusive of children under nine). Given the extensive experience gained in the course of its work on enhancing the system of public education, the governorate's leadership had come to realize that

putting an effective system of education in place was possible only provided there was steady and sufficient funding available. And that is testimony that the 1860s experience *had*, actually, been taken into account.

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