

Primary Public Education in the Russian Empire: ~~The Example on the~~ example of -Kazan Province

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ABSTRACT This work is devoted to the problems of organizing the work of elementary schools in ~~the~~-Kazan ~~Province~~~~province~~ in the second half of the 19th century - 1917. The tasks ~~that are~~ posed in the article are as follows: ~~analyzing to analyze~~ government policy in the field of public education from the second half of the 19th to 1917, ~~identifying ; to identify the~~ features of ~~the~~ activities of public education and local self-government in managing primary education institutions; ~~studying to study the staff of~~ elementary ~~school staff members~~~~schools~~ and their training system, ~~and identifying; identify~~ features of curricula and textbooks for elementary school. ~~A When writing the article, a~~ system-structural approach ~~and~~, dialectic, general, historical, and logical methods were ~~further~~ used, which made it possible to identify ~~the~~ essential features in ~~the~~ formulation of primary public education in the late Imperial period. The method of historical continuity ~~also~~ made it possible to ~~shed light on~~~~study the~~ development of ~~the~~ educational system in historical retrospective. Consideration of the problem both at ~~the~~-all-Russian ~~level~~-and-at-the regional ~~levels correspondingly~~~~level~~ revealed ~~the~~-general and special, difficulties and contradictions in primary education. The practical application of this ~~article was~~~~publication is~~ to focus the attention of ~~the~~-professional community of historians and teachers on ~~the~~-achievements of domestic pedagogical ~~thoughts, thought, the~~ integrated ~~applications~~~~application~~ of specific developments, and recommendations developed by domestic teachers.

In 1864, the “Regulation on Primary Public Schools”~~primary public schools~~ (Regulations on ~~primary public schools~~) was approved, which ~~had~~^{did} not ~~taken account of~~^{consider} the introduction of universal education. The main reason for ~~its~~^{the} denial was seen in ~~peasants’~~^{the} poverty ~~of the peasants~~. Caring for public education ~~also became~~^{as was to become} one of the most important areas of the ~~county~~^{County} (Regulation on Provincial and County ~~County~~ Institutions). The “Regulation on Primary Public Schools” ~~correspondingly~~^{primary public schools} established that primary educational institutions ~~could~~^{can} be opened up by all ~~governmental~~^{government} departments, urban and rural societies, counties, as well as private individuals; and that all children ~~could~~^{can} study in them, regardless of ~~their~~^{their} social status, religion, or nationality. But, the most important aspect of the “Regulation on Primary Public Schools” was the introduction of a new management system for primary schools. Collegial College Councils were created with the participation of representatives of local self-government - Provincial and County College Councils. Members of the Academic District of the Ministry of Public Education and the Ministry of the Interior, the Diocesan Department, ~~as well as county~~^{County} and city self-government bodies met in these Councils ~~and~~^{and}; the trustee of the educational district could be ~~also~~^{also} present at the Provincial College Council (~~the~~ Regulations on Primary Public Schools). ~~According to the “Regulation on Primary Public Schools”; the main goal of the~~ primary public schools~~). The goal of primary public schools, according to the above “Regulation”,~~ was expressed in “~~the~~ establishment of religious and moral concepts among ~~the~~ people ~~as well as~~^{and} ~~the~~ dissemination of initial useful information ~~and~~”. ~~In accordance with the goal~~, the curriculum included the following subjects: ~~God’s~~^{God’s} law (i.e. a brief catechism and sacred history)~~;~~[;] reading from books of civil and church press, ~~letters, and~~^{letter}; four arithmetic operations and church singing (~~the~~ Regulations on Primary Public Schools).~~primary public schools~~. Thus, the ~~main~~^{primary} concern of primary schools was religious and moral education and teaching literacy. Since 1865, a large number of county schools began to open up in all the provinces of the Russian Empire, including in Kazan. Cities for some time remained behind the countryside in the field of public education, as ~~counties~~^{Counties} were endowed with greater opportunities, in contrast to urban self-government bodies. But still, some shifts occurred in Kazan~~;~~[;] for example, ~~in 1865~~ the first school for girls was opened in 1865, and ~~in 1866~~ two more elementary schools were opened up in 1866 (Alekseev, 1890)~~;~~[;] the following year, female elementary schools were opened in Sviyazhsk and

Tetyushi (Department of Rare Manuscripts and Books of the Scientific Library of Kazan Federal University, Storage Unit 711/1:24.).

~~In And in~~ 1868 in Mamadysh, the ~~county~~County government opened a female school, and girls from suburban villages studied ~~thereat this school~~ (13). On April 22, 1868, tests for teacher positions were introduced. The teacher titles created by this document ~~also~~ lasted until 1917. A peculiar ~~teacher's~~teacher's Rank Report looked like this: teachers of a gymnasium and prof. gymnasium; teachers of district schools (since 1872, with the transformation of district schools into urban schools - teachers of urban primary schools); home teachers; primary school teachers; teachers of technical drawing and drawing in gymnasiums and district schools, ~~and~~; teachers of foreign schools since 1874.

METHODS

The ~~methodology and~~ research methods ~~determined~~determine the following principles of historical knowledge: historicism, scientific objectivity, comparison, as well as complexity and systematicity. General scientific methods ~~also included~~; analysis, synthesis, comparison, induction, and deduction which made it possible to see the development of events in dynamics. The historical genetic method, referred to as special historical method, helped ~~in considering to consider~~ the development of events in the region in comparison with all-Russian trends. General historical and logical methods further allowed ~~for building us to build~~ the created methodology in its continuity and sequence with internal logical connections between certain elements. The historical-typological approach correspondingly allowed ~~for systematizing to systematize~~ the most important indicators of the primary education system regarding the number of elementary schools in ~~the~~ Kazan ~~Province, province, the~~ composition of teachers and students, as well as ~~systematized and to systematize~~ educational technologies.

RESULTS

Primary education in the Russian Empire was presented in the form of a county school, a ~~parochial~~parishional school, and a higher elementary one school. The ~~parochial~~parishional school acted as an addition to the ~~county~~County school, opened on the basis of the church and ~~was~~ subordinate to the Synod. Funding in both ~~parochial~~parishional and county schools was carried out according to the principle of self-government.

In district schools, there were two forms of financing ~~i.e.:the~~ treasury and ~~the~~ urban community. County schools were ~~also~~ opened ~~up~~ in rural areas ~~and; such a school was~~ managed by counties. County schools were also called schools. ~~Moreover, higher~~ Higher primary schools ~~have~~ spread in small towns. City schools in the Russian Empire were ~~similarly~~ divided into one-, two-, three-, and four-year classes. The academic year in two-year schools lasted 4 years; and ~~it lasted 6 years~~ in three-year schools—~~6~~ (State Archive of the Republic of Tatarstan, Fund 160, Inventory 1, Case 1352.). At the request of the ~~county~~ County, urban societies, estates or private individuals, ~~and~~ city schools held at their expense could ~~be also be~~ established in five or six classes.

~~Although~~ If, until the 1870s, legislative instruments and instructions were the main instrument of state political activity, ~~then with the~~ formation and development of bodies of the Ministry of Public Education on the ground ~~led;~~ the staff of the directorate of public schools ~~to become~~ became the conductors of ~~the~~ public education policy. The state ~~also~~ limited the powers of cities and counties only to primary education, thereby preventing the growing role of local authorities in the development of public education. Within the Kazan educational district, it was precisely during this period that ~~the~~ Kazan ~~teacher's~~ teacher's seminary, ~~the~~ Tatar teacher's school, and ~~the~~ Kazan teacher's institute were opened (State Archive of the Republic of Tatarstan, 1949), ~~each of~~ which occupied ~~their~~ its own ~~niches~~ niche. The Kazan ~~teacher's~~ teacher's seminary trained teachers for missionary schools for the baptized non-Russian population of the region ~~and;~~ the Tatar ~~teacher's~~ teacher's school ~~was doing it~~ for rural and urban schools ~~wherein;~~ where the Tatar population was mainly trained. ~~The~~ Kazan ~~teacher's institute~~ Teachers' Institute was ~~also~~ conceived as a training center for teachers of urban and district schools (Iskhakova, 1999). ~~Teacher's institutes~~ Teachers' Institutes were ~~thus~~ opened according to the “Regulation on Teacher Institutes” dated May 31, 1872, in seven educational districts, including the Kazan educational district. ~~The~~ Kazan ~~teacher's institute~~ Teachers' Institute was opened on October 24, 1876, ~~and~~ Paramonov-~~E.I.~~ who had recently been sent to Germany to study the training of teachers for city schools, was appointed as its principal.

By 1915, ~~three~~ 3 male and ~~one~~ 1 mixed types of higher elementary schools were operating in Kazan (State Archive of the Republic of Tatarstan, 1949).~~.)~~ At higher elementary schools, teacher training courses were ~~also~~ opened for training teachers for these educational institutions (On Higher Elementary Schools).

In 1916, at 5 higher elementary schools ~~out~~ of 21 ~~cases~~ throughout the Kazan ~~Province~~~~province~~, three-year teacher training courses were active, including ~~those~~ in Kozmodemyansky, Mamadyshsky, Tetyushsky, Tsarevkovksokhaysky, and Cheboksary districts .

~~There were no pedagogical courses at~~ At four Kazan higher elementary schools ~~there were no pedagogical courses~~, perhaps ~~this is~~ due to the fact that a teacher institute had been operating in Kazan since 1876. The opening of teacher training courses at ~~higher~~~~the Higher~~ elementary schools in district towns ~~also~~ facilitated the fate of those who wished to receive teacher education within their county without moving to Kazan. In 1917, only 21 ~~higher~~~~Higher~~ primary schools were opened and transformed in ~~the~~ Kazan ~~Province~~~~province~~, including 8 mixed and 13 male ones. As for the control over the activities of primary schools, the Director of the public schools of the Kazan ~~Province~~~~province~~, ~~which~~ owned leading elementary public schools. He, at least once a year, attended each of the city and county schools; ~~and~~ had an idea of each teacher. ~~Sometimes;~~ ~~sometimes~~, according to his will, staff changes and dismissals ~~could take~~~~took~~ place. He also closely followed financial issues ~~of~~; the content of the educational process (Krapotkina, 2016). Assistant directors of public schools - inspectors - ~~had~~~~have~~ been ~~also present~~ in every county of ~~the~~ Kazan ~~Province~~~~province~~ since the 1890s. The duties of the inspector included both monitoring ~~the~~ educational process and solving problems of strengthening ~~the~~ material ~~bases~~~~base~~ and financial activities of ~~the~~ primary educational institutions subordinate to him, not only ministerial, but also those that were under the jurisdiction of local authorities. Their activities were of the nature of current; everyday control (usually, the inspector's office was located in the school building). Since the ministry did not finance elementary schools, the inspector focused on the control of the educational process - ~~he~~ often ~~he~~ demanded a change of teachers from the city government, ~~the~~ purchase of some textbooks and visual aids, and ~~the~~ improvement of ~~the~~ sanitary ~~condition~~~~seondition~~ of schools (State Archive of the Republic of Tatarstan, Fund 160, List 1, Cases 503-504, 530, 657, 808, 832, 940).

In accordance with the "Regulation ~~on Primary Public Schools~~" of 1874 in 1884, the "Rules on ~~Parochial~~~~Parishional~~ Schools" were approved (Rules on ~~Parochial Schools~~).~~parishional schools~~,- A wide network of such educational institutions ~~thus~~~~has~~ developed in the ~~form of~~~~country~~, ~~which by their status were~~ elementary secular schools ~~by their status~~,- For the management of ~~parochial~~~~parishional~~ schools within the Synod, ~~was created~~ a special ~~church~~~~Church~~ educational institution ~~was created~~-(Rules on ~~Parochial Schools~~).~~parishional schools~~,-

The “Rules on Parochial Schools” of 1884 were later replaced by the “Regulation on Church Schools of the Office of the Orthodox Confession” of April 1, 1902. In elementary and teacher schools, the duration of education was also increased to 3 and 6 years, respectively (Regulation on Church Schools~~church schools~~ of the Department of the Orthodox Confession of April 1, 1904). Parochial~~Parishional~~ schools were then considered, in fact, as an instrument of struggle against a public school supported by counties. County schools then turned out to be a relatively advanced school, which is why they were constantly attacked by the state. Parochial~~Parishional~~ schools also opened in Kazan and in other cities of ~~the~~ Kazan Province~~province~~. But, there was no struggle between the already existing city schools and parochial ones~~, parishional schools~~. The opening of the primary schools of the Synod department was also greeted by the City Council with approval as a measure to enhance public education in the city. Parochial~~Parishional~~ schools opened up in areas where there were no city schools; and ~~where~~ the number of children was more than places in schools~~the school~~.

Moreover, the~~The~~ state made some concessions such as: annual allocations for the needs of primary education in view of the introduction of universal education, ~~the~~ creation of a school building fund, and adoption of “the “Regulation on Higher Primary Schools”.”~~—was adopted.~~ Higher primary schools were a superstructure over primary education, as a kind of transition bridge to secondary schools. Those who graduated from grades 1 and 2 of education could enter~~have entered~~ grades 2 and 3 of secondary school (but for admission to ~~3rd~~ grade 3, they required passing an exam in languages, which often served as an obstacle to further continuing education in secondary school). Nevertheless, higher elementary schools had a wider curriculum, almost similar to the set of subjects in secondary schools and; there was only the study of foreign and ancient languages. With the new type of primary schools, there were additional classes or courses such as: pedagogical, handicraft, telegraph and postal services, etc. Thus, the lower and the middle layers of the population had the opportunity to receive not only primary education, but also vocational training.

Summarizing all of the above issues, it, we can be concluded~~conclude~~ that during the period under review, namely from the 60s of~~of~~ The 19th century and ~~until~~ 1917, the elementary school turned into an important component of the life of ~~the~~ people and; became accessible to children of all social layers of ~~the~~ population.

The profession of an elementary school teacher has also become widespread. Primary public schools have developed into~~become~~ an important factor in the formation of the intellectual potential of ~~the~~ population.

The joint training of children of noblemen, merchants, citizens, and people from the countryside, as well as children of different nationalities and religions have also contributed to overcoming estate, religious, and national prejudices.

DISCUSSION

The most important questions of the history of elementary schools of various types are covered in the works of Ososkova (1982) and in the joint work of ~~N.A.~~ Konstantinova and Struminsky (1902). Krasovitskaya monograph for the first time compared~~compares~~ the imperial and Soviet projects of modernization of the Russian educational space and, ~~the~~ mechanisms of their implementation by ~~the~~ governing structures. Especially highlighted is the confrontation between the elites who proposed their projects to the Russian ~~people~~~~peoples~~, distinguished from each other by their languages, religions, and ~~religion~~, traditions (Krasovitskaya, 2011).

The work of Panachina (1986) and~~;~~ Kuzmina (1975)~~;~~, in an article by Okushova (2010) also considered the main approaches to training for a rural school, and the work of the doctor of pedagogical sciences, Iskhakova (1999)~~;~~ most fully reflected~~reflects~~ the issues of teacher education in the post-reform Kazan Province~~province~~.

The Krasovitskaya monograph ~~was of I.E.~~ is devoted to questions regarding~~of the~~ structure and activity of governing bodies of ~~the~~ public education system (~~—~~ Krapotkina (2016). The article~~publication~~ of the Russian contemporary researcher, Ovsyannikova, examining~~which article examines~~ the public education system of the Russian Empire in the second half of the 19th and the beginning of the 20th century as well as ~~centuries, the~~ types of educational institutions and their purposes ~~analyzing purpose, also analyzes~~ the normative acts regulating their activities and management procedures was also, ~~is~~ interesting to us ~~(ten)~~. In the works of English-speaking authors, the theme of primary public education in the second half of the 19th~~XIX~~ century - 1917 - ~~it is studied in~~ a complex of issues relating to socioeconomic~~the socio-economic~~ development of the Russian Empire, ~~the~~ dynamics of ~~the~~ social structure of ~~the~~ post-reform society, as well as ~~the~~ continuation of modernization processes in ~~the~~ public education system already in the post-revolutionary period had been studied (Beer, ~~Daniel. Renovating Russia~~ 2002).

DISCUSSION

The identification of the features of the work of the elementary schools of the Kazan ~~Province~~~~provinee~~ in the post-reform period is of particular relevance in connection with the ability to use the identified ~~materials~~~~material~~ for a detailed reconstruction of ~~the~~ everyday life of ~~the~~ Russian society during the period of large-scale transformation processes at the turn of the 19th–20th centuries. The study of the functioning of educational institutions in the conditions of revolutions and the First World War ~~also~~ allows ~~for identifying~~~~us to identify~~ the main vectors of development of state and regional educational policies ~~in order~~, to evaluate and characterize the scale of the transformation processes unfolding in the region during the ~~highlighted~~~~indicated~~ period.

CONCLUSION

The topic of this study is relevant in that a specific regional aspect of the functioning of the primary public school in the second half of the 19th century is 1917; ~~which has~~ not ~~been~~ yet sufficiently studied. In addition, to date, the issue of developing the system of primary public schools has not received full coverage in Russian and foreign historiography and has not become the object of special research.

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