

PRIMARY AND SECONDARY EDUCATION IN THE URALS IN 1909-1913 (BASED ON THE MATERIALS OF THE PERIODICAL PRESS)

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Abstract

Based on the involvement of periodical press materials, the article examines the policy of the autocracy in the field of education during the years of industrial boom of 1090-1913. on the example of the Urals. The main attention is paid to such problems of the Ural school as indirect restriction of access to education for children from the social bottom due to the high cost of education, chronic shortage of schools and lack of necessary conditions for the educational process, especially in rural schools, the strictest regulation of school and extracurricular life, various forms of protest of students against violations of their rights. In the course of the study, the author came to the conclusion that all the performances of the students were academic in nature, and the actions of the authorities for the development of education were insufficient and had a pronounced protective nature, aimed at educating young people in the spirit of loyalty to the existing regime.

Keywords: public education, the Urals, autocracy, regulation, periodical press.

1. Introduction

1.1 Introduction to the problem

One of the consequences of the industrial boom of 1909-1913 was an increase in the need for competent workers, which could not be done without taking measures to develop education. In particular, the construction of primary schools expanded, their number increased by 74.6% from 1907 to 1915 and amounted to 80,801. However, this was an increase from an extremely low level. It was not possible to completely eliminate the illiteracy of the population, and primarily the peasantry, in Russia by 1917. In most developed countries, this problem was solved in the XIX century. Laws on universal compulsory education were adopted in Prussia in 1717 and 1763, in Austria in 1774, in Denmark in 1814, in Sweden in 1842, in Norway in 1848, in the USA in 1852-1900, in Japan in 1872, in Italy in 1877, in Great Britain in 1880, in France in 1882. In Russia, the law on universal compulsory primary education has been repeatedly discussed in the State Duma, but has not been adopted. Literacy of the population in Russia according to the census of 1897 was 21.1%. Russia still occupied one of the last places among European countries in the field of public education. If in England and Germany there were 16 students for every hundred inhabitants, in France — 14, in Italy — 8, then in Russia — only 3.8.

A typical example of the policy of tsarism in the field of public education was the Urals, which represented real "deposits of illiteracy". According to the census of 1897, the literacy of the population in the Orenburg province was 20.4%, in Perm – 19.2%, in Ufa – 16.7%, in Vyatka – 16%. In 1911, for example, there were 2.6 students per 100 residents of Ufa province.

Such a contradictory picture of the dynamics of the development of education and the real level of literacy of the country's population has led to different assessments of the government's policy in this area.

1.2 Relevance of the problem

When studying the state of public education in the region, as a rule, "established", traditional groups of sources are used: official statistics materials, various publications of the Ministry of Public Education and educational districts, memoirs of enlightenment figures. Most of them have an official origin and to one degree or another embellish the state of affairs in this area. Therefore, in order to obtain an objective picture, it is necessary to turn to alternative sources. One of them is the periodical press. During these years, many liberal newspapers were published in the Ural provinces: "Ural Krai", "Perm Krai", "Vyatka Speech", "Voice of the Urals", "Steppe", "Orenburg Krai", "Orenburg Life". Their publications, many of which were critical, provide rich material for studying the "school" policy of the government, reveal the real state of affairs and expose the most acute problems in the field of public education.

The urgency of the problem is also due to the peculiarities of the historiographical situation, since the periodical press was not considered as a source of studying public education.

1.3 Studying the problem

Soviet historiography of primary and secondary education in the Urals at the beginning of the XX century, in general, was based on Lenin's concept of the pre-revolutionary school as a "school of drill and cramming", according to which its development was not so much due to the policy of the authorities, as the efforts of advanced Russian teachers. Due to the absolutization of the class approach, public education was considered as a derivative of the economic and social development of the country, and the main attention was paid to the constant series of reforms and counter-reforms with a critical attitude to both and to the class character of secondary school in pre-revolutionary Russia. The consequence of this was unilateral conclusions regarding its development in Russia, which were designed to confirm Lenin's ideas. This trend was characteristic of both the works of the Union and regional levels, including the Ural historiography. (Kalugina T.V., Olkhovaya L.V., 1979; Nechaev N.V., 1956; Public Education, 1990). Unfortunately, until the collapse of the USSR in the Urals, there were no generalizing works on the problem of the formation of secondary education in the Ural region.

In the post-Soviet period, there is a surge of interest in this topic. The subject of research on the history of public education is expanding. In addition to the general issues of the formation and development of primary and

secondary schools, such issues as the role of zemstvos in the development of schools are considered (Abramov V.F., 1998), charity in the field of education (Kondratieva G.V., 2002), the daily life of schools (Sinova I.V., 2004), etc. Researchers are particularly interested in private secondary educational institutions, lyceums and gymnasiums. (Kotlova T.B., 2005). The works of modern historians are characterized by the desire for an objective analysis of the problem, identifying the weaknesses and strengths of education in pre-revolutionary Russia (Fleet N.V., 1991), studying the historical experience of the development of various types of educational institutions in the early XX century in order to use the achievements of the pre-Soviet school in modern conditions. (Karmaev A.G., 2000)

A surge of interest in the topic of the history of education in the post-Soviet period is also observed in the Urals. There are publications devoted to specific secondary educational institutions (Vyatkin V.V., 2003), their most famous students and teachers (Egorova M.V., 2008), the daily life of educational institutions (Boga V.S., 2006). They consider such problems of everyday life that are quite new to Ural historiography as teachers' work, scientific work and participation in public life, the peculiarities of school life, behavior and discipline of students, students' hobbies and the distribution of free time, their relationships with teachers, participation in revolutionary circles, regulation of school and extracurricular life. A distinctive feature of modern historiography is the appearance of large generalizing works, monographs, textbooks, which touch upon certain aspects of life and activity of secondary schools in the Urals (Zotova L.M., 2003). Another feature of modern Ural studies is the orientation of researchers, mainly, to official sources. Alternative sources, which include periodicals, are given much less attention. Therefore, this article is an attempt to fill this gap to some extent.

1.4 Hypotheses

The education system of any State is an integral part of its social sphere. Therefore, its evolution is closely related to the peculiarities of the state structure, the goals and objectives of the government and reflects the change in state policy as a whole.

Taking into account this circumstance, the need for an objective assessment of the entire complex of this problem and the rejection of the ideologization of research approaches, we have the right to assume the complex and ambiguous nature of the government's policy in the field of education and focus on the analysis of the entire complex of approaches and opinions on this issue to identify the real state of affairs in school.

2. Methods

For the problems of this study, the most valuable are the historical-comparative method, which makes it possible to consider changes in a comparative context; historical-typological, which allows to identify the main factors of changes in state policy in education. Its consideration in the broader context of the social transformation of pre-revolutionary Russia, taking into account the diversity of relevant changes, predetermined the importance of the historical-systemic method.

3. The main part

Among the issues in the field of education that were most often raised on the pages of Ural newspapers, it is necessary to highlight the policy of indirectly restricting access to schools for children of workers. One of its manifestations was the high cost of education, which became an insurmountable barrier to knowledge for many children. Already at the initial stage of education, many of them were forced to leave school due to the inability of their parents to pay tuition fees. In the Yugovsky factory, for example, 4 primary schools were enrolled in 1911. 180 boys and 130 girls, 40 boys and 23 girls graduated from the course (Perm Krai. 1912. January 17.). In Kurgan Craft School, 17 students dropped out of 33 students in the winter of 1911. Due to the high tuition fees, students of the Kamyshlovsky Railway School dropped out en masse. During 1912-1913, the number of primary schools

in Irbit County decreased by 14%, and double—class schools - by 9.5%. (Trans-Ural. the edge. 1913. January 25). The reason was that students did not attend schools due to low material security

7 Most of those who continued to study were in constant need, lived half-starved, and earned their livelihood by tutoring. Government scholarships were clearly not enough. In the Kungur Technical School, for example, where 130-140 students studied, they were allocated to only 20 students (Perm Krai. 1911. November 25).

A significant place among newspaper materials was occupied by coverage of such a feature of Russian education as a chronic shortage of schools. So, for the entire population of the Kaslinsky plant (more than 20 thousand people) there were only three primary schools for women, for the entire factory population of the Chusovsky plant there was only one mixed single-class school (Ural Region. 1911. April 23). Due to the lack of school premises in the Kushvinsky factory in 1910, 200 children could not get to school. For the same reason, in Chelyabinsk in the 1910/11 academic year, 1,500 children were left outside the school (Voice of the Urals. 1911. August 14).

The situation in rural areas was much worse. A typical example is the Chelyabinsk district of the Orenburg province. As correspondents noted, hundreds of children remained "overboard of Skoda" in Ivanovskaya, Yekaterininskaya, and other counties of the county due to an acute shortage of school buildings. The existing Skoda cars were often not adapted to classes, huddled in cold, damp and dark rooms, wandered from one hut to another. In general, according to the county in 1910 half of the schools did not have special buildings, in many of them students literally froze, they did not take off their top dresses and shoes all winter (Ural life. 1910. April 16). The consequence of this was a high morbidity of students. As the reporter noted, these phenomena among students began to take on a threatening character.

In 1911 Perm Province was in second place in Russia in terms of allocations for public education. Meanwhile, the situation here practically did not differ from the situation in other provinces. There was only one parish school for 20 villages of the Krokhalovsky society of the Kuprosskaya volost of the Solikamsk district. In the village of Podvoloshnaya, which was 7 versts from the school, only seven out of 25 children were studying in 1911. A similar situation developed in Verkhnemulinsky volost of Perm county, where one parish school accounted for 10 villages of Perm. the edge. 1912. March 25., and in many other districts of the province. In 1912, the number of children left outside the school in Verkhoturky District was 9520. According to the author of this note, "these deposits of illiteracy" can be eliminated only in 1921, provided that 30 new schools are introduced annually" Trans-Ural Region. 1913. January 23. This situation was typical for the entire Urals.

On the eve of the First World War, opposition experts noted that about four-fifths of children and adolescents in Russia are deprived of education. The materials of the Ural newspapers, fully confirming this position, indicate that the autocracy sought to keep schools away "from the common and artisan people", was afraid of spreading knowledge among the working masses, which could contribute to the growth of their opposition and protest potential.

The strengthening of the protective policy of the authorities in almost all spheres of life that followed the defeat of the first Russian revolution also affected secondary school. The autocracy, in its own way, drawing lessons from the experience of the revolution, made a lot of efforts to eradicate revolutionary sentiments from educational institutions, suppressed the slightest manifestation of dissent.

For this purpose, the Ministry of Public Education canceled all changes in the work of educational institutions that appeared under the influence of revolutionary events. It made every effort to isolate students from life, distract them from the socio-political struggle, and protect them from any outside influence. To do this, curricula were revised, the academic load increased, the amount of homework, and control over the behavior of students at school and at home was strengthened. Strict regulation of all aspects of school life was introduced in educational institutions. This was especially clearly manifested in the practice of extracurricular supervision. At each secondary school, a staff of inspectors and inspectors was established, who visited the apartments of students, monitored their behavior outside of school. On Sundays and holidays, students were required to attend special school readings and interviews, and strict control over reading books was established.

A wide panorama of the "atmosphere of investigation and denunciations", persistently introduced in the Ural school, is given by the local periodical press. In the Vyatka Theological Seminary, for example, pupils were

forbidden to attend lectures on natural sciences at a technical school. In the Sloboda women's gymnasium of the Vyatka province, students were forbidden to go to concerts and performances without the permission of their superiors, to attend the Vyatka Speech sobriety society. 1911. March 5.

The same practice existed in secondary schools of the Orenburg Educational District. In the Chelyabinsk women's gymnasium, the issue of excluding students who attended the performance "The Brothers Karamazov" and remained after its completion to dance the Voice of the Urals was considered. 1911. February 5. Supervision was established over the pupils of the 1st female gymnasium of Orenburg who did not attend church. In the activities of the pedagogical collectives of the Chelyabinsk Women's Gymnasium, the Trinity men's and women's gymnasiums, such a "method" of education as searches of students has been firmly established. The crown of this practice can be considered the proposal of the teachers of the Perm Women's Seminary to transfer her to Irbit, since Perm, in their opinion, is a "noisy and too busy city" of the Perm Region. 1911. January 11.;

Students themselves give an eloquent description of school reality. "When we remember our stay at the school," the students of the Shadrinsky Real School wrote, "we wince painfully, we try to shake off this nightmare. For reading together, Pisarev was summoned to the director's office, where they assured that for this they should all hang millstones and throw them into the Net. Under the threat of expulsion from school, they were forced to change the badges on their caps, points were reduced for the missing button on the jacket. Later than 7 o'clock in the evening it was forbidden to be on the street" (Under the banner of October, 1927).

The imposition of a barrack regime in the school caused a different reaction among students. The less stable part began to look for a way out of the situation in suicides, which took on a massive character in these years, became a "household phenomenon". According to the most approximate calculations, 20 suicides of students were recorded in the Urals in 1910, 22 in 1911, 17 in 1912, 16 in 1913. In general, in 1913, the suicide rate in high school was higher only in the St. Petersburg and Kharkov educational districts.

Many students expressed dissatisfaction with the existing procedures, participating in various forms of protest. Newspapers give information about such of them as the boycott by students of teachers who adhered to the views of right-wing parties. Considering that these parties were the mainstay of tsarism, the opinion was confirmed in Soviet historiography that the boycott of such teachers expressed the attitude of students not only to those parties whose interests they expressed, but also to the autocratic system as a whole. Based on this, it was considered as a specific form of political, spontaneous, youthful, mostly unconscious protest against the regime of the Third June monarchy (Kalugina T.V., Olkhovaya L.V., 1979).

The press paid a lot of attention to the coverage of unrest in theological seminaries. Ego is connected with the fact that such institutions were distinguished by a particularly strict regime, the most severe regulation of each step of the pupils and a developed system of punishments. In the Vyatka Theological Seminary, for example, the rules provided for deprivation of leave to the city, daily worship services, strict control over reading books and even the exile of seminarians for bad behavior to male monasteries with strict Statutes. The Orenburg Theological Seminary was compared by the press to a "penal colony for juvenile delinquents." It is no coincidence that within their walls, in Vyatka in 1913 and 1914, in Orenburg in 1911 and 1913, there were major disturbances of seminarians, which, according to the press, were "especially violent and sometimes pogromous" Orenburg Region. 1913. October 8.

The orders in the Orenburg and Perm male gymnasiums, which served as a reason for unrest in March and October 1911, were sharply criticized. Telling about the unrest of the students of the Trinity men's Gymnasium in March 1910 - February 1911, the newspapers note that their cause was a system of espionage and denunciations introduced by the teaching staff (Orenburg Region. 1911. October 28).

4. Conclusions

In general, Ural newspapers provide rich and diverse material for studying the policy of autocracy in the field of public education, raise acute problems of primary and secondary schools, which makes it possible to get a more objective picture of the real state of affairs in this area. Its critical analysis and comparison with other documents

make it possible to expand the source base of research on the history of the Ural school, to reveal more deeply the trends of its development and the actions of the authorities to increase the level of literacy in the country and to educate young people in a loyal spirit.

Conflict of interest

The authors claim that the presented data do not contain a conflict of interest

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