



**Charity and development of public education in the russian
province in second half xix – early xx century.**

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**Charity and development of public education in the russian province in second
half XIX – early XX century.**

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ABSTRACT

Under capitalist modernization and active development of entrepreneurship, the issues related to public education has become of special importance for society. The development of education in the Russian province is of particular interest. As an example, information on the development of public education in the Elabuga district of Vyatka province is provided. During the period of great reforms, after the establishment of district councils (zemstvo), public participation in the development of public education became more active. A vivid representative of this participation was the merchant class, which sought to render significant assistance in the development of local education through the construction of school buildings, large monetary donations, the development of local libraries, and the welfare of public teachers. As the Elabuga parish was the place where the foreign population (Tatars, Chuvashs, Udmurts, Mari, and Mordva) lived, a special place among these merits of the merchant class is given to the development of education among non-Russians, including the publication of textbooks in their native language. Such an initiative contributed to the development of local public education and the enhancement of the professional status of people's teaching.

This paper uses special methods of scientific knowledge. The comparative method makes it possible to compare the obtained statistical data. The use of the method of historical reconstruction allows us to recreate the picture of the development of public education in the Vyatka province. For an objective evaluation of the data obtained, the historical retrospection method is used.

In the course of the study, the authors came to the conclusion that the merchant class played a special role in the development of public education by providing material,



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financial, humanitarian and educational assistance.

Keywords:

modernization, charity, public education, teaching, Vyatka province, Elabuga parish, XIX century.

1. INTRODUCTION

The age of capitalist modernization and active development of entrepreneurship in the Russian Empire was marked by the intensification of public attention to the system of public education. State reforms and innovations in this sphere were successfully supplemented by charitable initiatives on the part of the public. Perhaps, this was a merger of the efforts of the state and society that allowed the creation of mechanisms that contributed not only to the spread of literacy among the majority of Russians, but also accelerated the process of formalizing the professional status of Russian teaching. Researchers have repeatedly convincingly argued that the charity initiative in the sphere of public education in the Russian province most often belonged to the merchant class (Maslova,2013).

This is due, firstly, to a change in attitudes toward education in Russia in general and among merchants interested in raising the educational level of their employees; and secondly, to the financial capabilities of the merchant dynasties.

2. METHODS

This paper uses special methods of scientific knowledge. The comparative method makes it possible to compare the obtained statistical data. The use of the method of historical reconstruction allows us to recreate the picture of the development of public education in the Vyatka province. For an objective evaluation of the data obtained, the historical retrospection method is used.

3. RESULTS

As an example, we shall turn to the charitable activities of the merchants of the city of Elabuga, Vyatka province, which educational institutions belonged to the Administration of the Kazan academic district.

The amount of the charitable aid to the public education provided by Yelabuga merchantry can be traced in the "Reports on the state of the parochial schools of literacy of the Vyatka diocese" published in Vyatka diocesan statements. The average cost of



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maintaining the parish school in the Vyatka diocese in 1888/89 school year was estimated at 145 rubles 8 kopecks. While in Elabuga parish the amount allocated for the maintenance of such educational institutions was 245 rubles (News of Vyatka diocese.– 1890). The situation can be more clearly illustrated in Table 1.

Table 1. The average maintenance cost of the parochial schools in Vyatka diocese in 1890/91 academic year*

Parish	Average cost of education at parochial schools
Vyatka	133 rub. 85 kop.
Glazov	124 rub. 94 kop.
Elabuga	230 rub.
Kotelnich	123 rub. 89 kop.
Malmyzh	121 rub. 24 kop.
Nolinsk	157 rub. 50 kop.
Orel	128 rub. 31 kop.
Sarapul	160 rub. 4 kop.
Slobodskoy	161 rub. 50 kop.
Urzhum	145 rub. 1 kop.
Yaransk	104 rub. 83 kop.

*Source: Report on the state of the parochial schools and literacy schools of Vyatka diocese for the 1890-1891 school year " // News of Vyatka diocese. – No. 1892 – No. 2. – P. 54-82.

As the table shows, it is clear that Elabuga district occupied the first place in the diocese by the amount of funds spent for the maintenance of church and parish schools.

The sources of funding for church and parish schools of the diocese were:

- benefits from the district and parish councils;
- donations from the church and parish guardianship;
- charitable donations.

The latter raised Elabuga parochial schools to the first place in the diocese by the named indicator. The names of the representatives of the Stakheev dynasty most often appear



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as the donators in the reports (See: Reports for the 1888/89, 1890/91 school year // News of Vyatka diocese. – 1890).

The Staheevs not only provided material support to the parish schools, but also acted as their founders. In memory of his father, Dmitrii Ivanovich Stakheev, Nikolai Dmitrievich contributed 6,000 rubles for the establishment and maintenance of the parish school in the village of Tarlovka. Since 1889 the school has been given the name: the parish school named after the hereditary honorary citizen Dmitry Ivanovich Stakheev. And the founder of the school "for a very significant donation in favor of the national education in the spirit of the Orthodox Church" was awarded a gold medal with the inscription "for diligence" for wearing around his neck on the St. Stanislaus ribbon (News of Vyatka diocese.– 1890). The parochial school under the auspices of the Elabuga almshouse and in charge of the city дума and the administrator of the almshouse Aleksandr Ivanovich Stakheev was financed from a capital interest of 500 rubles per year, donated by I.I. Stakheev. To compare the annual content of the parochial schools under the guardianship of the Stakheevs with the average cost of such schools in the Vyatka diocese, let us use Table 2.

Table 2. Distribution of funds for the maintenance of the parish schools of Elabuga parish*

Average cost of maintenance of the parish schools of Elabuga parish 1890-1891 academic year	The cost of the annual maintenance of the Tarlovskaya parochial school (supported by N.D. Stakheev)	The cost of the annual maintenance of the parish school at Elabuga almshouse (at the expense of I.I. Stakheev)
230 rub.	400 rub.	500 rub.

*Sources: Reports on the state of the parochial schools and literacy schools for the 1888/89, 1890|91 school year // News of Vyatka diocese. – 1889 – No. 12; 1892. – No. 2.

The data given in the table show that the financing to the parochial schools, supported by the Stakheevs dynasty, almost twice (in the case of the school at almshouse by 2.1



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times) exceeds the average cost of maintenance to parochial schools in the parish.

The additional funds received from the Stakheevs were spent not only on the improvement of the conditions for training and the financial situation of teachers, but also on the purchase of other teaching aids.

The two-grade church and parish school, opened in 1897, was housed in its own two-story stone building, built and donated to the school by Ivan Grigorievich Stakheev. The cost of the school, taking into account the annual support to its students, was estimated at 25,000 rubles (An essay on religious life and charity of the city.– 1904).

1. The Staheevs give their attention also to Elabuga Spiritual School. The school, established in 1849, was "originally located in a modest stone house, expanded during its half-century existence to the size of a whole block with two beautifully arranged stone buildings and an extensive garden" (ShishkinN.I. Ukaz. soch. – P. 121.

2.). A significant contribution to the development and improvement of the school was made precisely by the representatives of the Stakheevs dynasty, who at various times held the position of curators of the school. Dmitrii Ivanovich Stakheev for his conscientious fulfillment of duties of the school economic curator was awarded the Highest award: a gold medal for wearing around his neck on the St. Stanislaus ribbon (News of Vyatka diocese.– 1882). Honorary guardian of the spiritual school of the 1st Guild merchant Ivan Grigorievich Stakheev for his improvement of the school with a donation of 6,000 rubles a day, on April 29, 1888, was awarded a gold medal for wearing around his neck on the St. Anna ribbon (GAKO. F.582. Op.98. D.110. Sh.4.).

3. Ethnically, the Kazan educational district was a special region with an original history and cultural traditions. The foreign population of the Kazan educational district was represented by Tatars, Chuvashs, Udmurts, Maris, Mordovians (Lists of non-Slavic settlements of the Kazan academic district. – B.m., b.g. – P. 4.). The establishment and development of education for the non-Russians in the Volga region was a complex, long-term and contradictory process, connected primarily with the intricacies of government policy towards the multiethnic population of the region. The donators, who headed Kazan education district center, still faced one of the most important tasks in the formulation of the teaching and educational process such as the organization of school affairs among non-Russians.



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4. In the second half of the XIX - early XX century the Vyatka Committee of the Orthodox Missionary Society, which main concern was the maintenance of the previously opened schools among the alien population within the province, began its activity. Private individuals, including representatives of the Stakheevs dynasty, treated the welfare of foreign schools with great care and participation. Having become an active member of the missionary society, Ivan Grigorievich assumed the responsibility to provide at his own expense foreign schools with textbooks and teaching aids. Being the curator of the Kuzebaev school, I.G. Stakheev assisted in the improvement and material support of the supervised institution (News of Vyatka diocese.– 1903). D.I. Stakheev allocated 50 rubles per year for the maintenance of the teacher of the rural baptized-Tatar school of Fedotov parish F. Fedorov (Department of Manuscripts of the Russian State Library. F.424. Cardboard 2. Sh. 2.). A serious problem in the activities of foreign schools was the lack of textbooks translated into local languages. Elabuga merchants N.D. and I.G. Stakheevs, F.P. Girbasov, P.K. Ushkov helped in solving this problem. At their expense a textbook was published for the Votyaks of Elabuga district, which was distributed for free in Udmurt villages (News of Vyatka diocese.– 1889). In the Russian Empire in the second half of the XIX - early XX centuries, it was common that philanthropists, at whose expense schools were built and maintained, interfered in the educational activity of schools. "Coming to schools for revision, such gentlemen fulminated, and it was already possible to foresee in advance that these sponsors would remain displeased either by the school or by the teacher" (Rusanevich,1903). In Elabuga and in Vyatka province in general, no such an attitude on the part of philanthropists was noticed.

Assistance of district councils to the institutions of public education was expressed in the organization of humanitarian and educational support. For example, the activity of Elabuga district council was an increase in the number of libraries, reading rooms, car for teachers and students.

In order to stimulate the self-education of teachers, and most importantly to provide an opportunity for the implementation of this process, in 1887, in Elabuga parish, a central teacher's library was established, and each parish school created a training and methodological literature fund. The district council allocated loans for magazines and



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newspapers for rural teachers. In 1911, on the initiative of the district council in Elabuga parish, the pedagogical courses for teachers were organized, where classes were held both in the basic disciplines (the Law of God, the Russian language, arithmetic) and in applied branches of knowledge (hygiene, school education) (Journals of the XIV-XXXXVI regular session of the Elabuga district council meeting. (1880-1912)). At the all-Russian level, serious difficulties were encountered in this direction, since some parishes lacked libraries, and the existing libraries had rarely replenished their book funds.

4. SUMMARY

Thus, in the second half of the XIX - early XX century, the merchant class in Russia made different donations for the needs of educational institutions of various types: the construction of gymnasiums and schools was actively conducted; scholarships were given to students; teachers' work was paid. The directions of the charitable activity of the merchant class in the system of public education were:

- donations for the maintenance of schools and support to school teachers;
- the provision of own houses and premises for educational institutions;
- allocation of funds for the development of non-Slavic schools;
- allocation of finances for the publication of textbooks and educational literature.

The assistance of district councils expressed in the organization of humanitarian and educational support for teachers.

Such financial, material and humanitarian-educational support for public education was a powerful stimulus for the development of public education in the Russian provinces, contributed to a noticeable progress in the quality of education and enhanced the professional status of teaching.

5. ACKNOWLEDGEMENTS

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