

The Social Status of Teachers and Education in the Russian Empire of the Second Half of the XIX Century

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Abstract

In modern historical science, interest in studying the problems of regional history has increased. In our opinion, the most relevant of them are the study of the creation, development and functioning of different types of educational institutions, the history of socio-economic development of the regions, the study of professional employment of the population, etc. Our research interests include studying the professional status of zemstvo (country council) teachers in the Russian Empire in the second half of the 19th and beginning of the 20th centuries. In this article, within the framework of the professional status of teachers, we will consider their social status, including the material situation (income and level of well-being), working conditions, as well as the opportunities that were provided to teachers by law.

Key words: *education; social status; zemskya schools; zemskiy teacher.*

Introduction

In modern historical science, interest in studying the problems of regional history has increased. In the center of our attention is the social status of *zemskiy* teachers of the Russian Empire in the second half of the 19th and the beginning of the 20th centuries (on the materials of Vyatka province). Emphasis was placed on *zemskiy* teachers, since after the zemstvo reform of 1863-1864 most of the educational institutions of the Vyatka province were transferred to the administration of zemstvos.

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This topic is quite important today, as a radical restructuring of the education system is taking place due to the introduction of federal state educational standards of a new generation. The role of the teacher has evolved. Now the teacher acts as a moderator of the educational process directing the acquisition of knowledge by students. Accordingly, the attitude towards the teacher and his social and professional status is changing (Magsumov, 2015). A modern teacher must have high competitiveness, his/her activity is to be successful and effective; it is important to develop ICT competence, and knowledge and skills in the field of innovative pedagogy and teaching methods. In accordance with this, the very image of the teacher in modern society is changing.

Social status is the place of the individual in the hierarchically organized structure of society. In modern society, criteria such as the prestige of the profession, the level of income, the duration and quality of education, the scope of power, and the size of property are especially important (Gapsalamov, 2016; Shkaratan, 2012). In the second half of the XIX - early XX centuries, when constructing a social hierarchy, these criteria also took place. In this regard, we have examined their material situation (income and level of well-being), working conditions, as well as the opportunities that were provided to teachers by law within the framework of the social status of teachers in this article

In this work, various sources were used, including archival and statistical materials, as well as studies of the last decades devoted to the research of the teachers' social status in the Russian Empire of the pre-revolutionary period. The work was based on archival materials presented in the State Archives of the Kirov region, Kirov. The information of the prerevolutionary periodical press, in which there is a description of the life and work of zemstvo teachers, is interesting.

Among the historical sources, there are also statistical materials that represent numerical data on the development of public education and the status of Russian teaching (Aydarova et al., 2017; Bochkareva et al., 2017; Kilinc et al., 2018; Magsumov, 2017; Magsumov & Nizamova, 2015).

Among the works of the last decades, we have singled out an article by Pershina Y.V. (Pershina, 1999), which described the difficulties of the material situation of the people's teachers, as well as Maslova I.V. and Kropotkina I.E. (Maslova I.V. et al, 2014) who studied the formation of civic identity in pre-revolutionary Russian society, which was directly related to the work of Russian teachers. Individual research is devoted to the study of the social hierarchy and the basics of social inequality.

Method

In this paper, we turn to the micro analysis of social history. In particular, the ideas of the French Historian F. Braudel, representative of the French school "Annals", were taken into account. He suggested to take into account economic factors in the historical study. In our article, the economic factor plays an important role, since after the abolition of serfdom in Russia in 1861 there was an outflow of population to the cities in order to improve the material conditions of existence. In this case, the level of education allowed the population to expand the field of activity, for example, to change the occupation, social status, living conditions, etc.

The work was carried out taking into account the principles of scientific objectivism and historicism. The research is of a fundamental nature. The work is based on the problem of determining the place of the teacher's profession in the social hierarchy of Russian society. The purpose of the work is to study comprehensively the professional status of teachers in the Vyatka province on the basis of an analysis of the education level, the degree of well-being, the level of professional and social significance.

To achieve the goal, it is necessary to solve the following tasks: to determine the categories of teachers who served in the schools of the Vyatka province; determine the level of material well-being of teachers; to study the working and living conditions of teachers; determine the legal status of teachers.

The following methods of scientific cognition are used in the article. The historical-genetic method allowed us to trace the evolution of the legal status of the people's teachers (Grahova & Gapsalamov, 2014; Szydlowski, 2018; Valeeva et al., 2016;). In particular, the paper describes the formation of the socio-legal status of the people's teachers, which went along with the reform of the pedagogical education in the Russian Empire. The use of the historical retrospection method allows us to restore an objective picture of historical reality. This method is especially important when working on a poorly understood problem, as well as using unpublished sources.

Findings

In the Vyatka province of the studied period, there were various categories of teachers, determined depending on gender, age, and level of education.

Statistical data for the 1887-1888 academic year indicated that women represented the main part of the teaching staff. Therefore, in urban schools the share of female teachers and assistants was

76.4%, while in rural schools - 82.9% (Statistical data on a condition of territorial schools of the Vyatka district for 1887-88 academic year, 1889).

The level of education of teachers in the zemstvo schools was determined as follows: 20% finished the full course, 10% finished the fourth grade, 50% did not complete the course, and 20% of the teachers had home education [Statistical data on a condition of territorial schools of the Vyatka district for 1887-88 academic year, 1889]. This information indicates that the teachers, basically, did not have the necessary education in order to engage in pedagogical activity (Korableva *et al.*, 2018; Kurbanova *et al.*, 2018). We attribute this phenomenon to the underdevelopment of teacher education in the country. It was also believed that a person who can read and write and who has completed a course could engage in teaching in schools.

It is worth focusing on the following fact. In the affairs of the national schools' director of the Vyatka province, we reviewed the service records of teachers of three time intervals. We took as a basis precisely these time intervals, since they fall at certain stages in the social and political development of the Russian Empire. Therefore, one list falls on 1820, i.e. during the reign of Alexander I (1801-1825), the other - in 1858, i.e. for the reign of Alexander II (1855-1881). Data for 1887-1888 years is presented in the table among the statistical information, which falls on the time of the reign of Alexander III.

So, 1820 - this is the last five years of the reign of Alexander I, which differed from all others by a turn to reaction. We know that this is the time of the most rapid flowering of social and political thought, when the future Decembrists discussed in the secret societies the future development of Russia. "Days of the Alexandrovs are a wonderful beginning" resulted in the so-called "Nikolaev's reality" with increased total supervision and tougher censorship and struggle with any manifestations of free-thinking (Nicholas I, 2015), when instead of the expected granting of civil rights and freedoms to the population, the theory of an official people with three pillars was declared: Orthodoxy, autocracy, nationality (Smolin, 2015). In this regard, let us turn to the service records of teachers in the Vyatka gymnasium for 1820. Teachers of the clergy make up 62%, foreigners 25%, of merchants - 13%. The information is presented in the Figure 1. (Track records of Vyatka Directorate of schools, 1820).

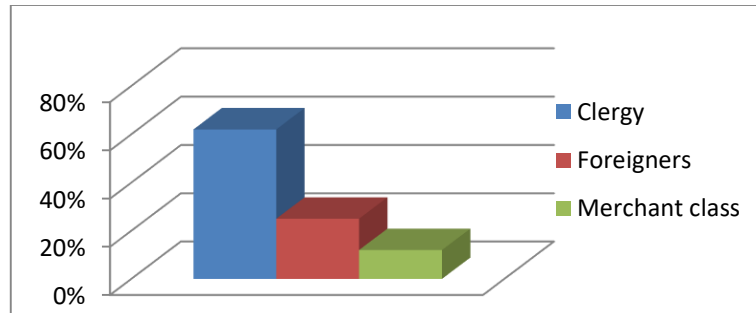


Figure 1. "Social composition of teachers in the 1820s." (Compiled by us)

This list shows that most of the teachers were from the clergy. We believe that this was directly related to the reactionary situation in the country. In order to "protect" children from the influence of the freethinking ideas, most of the teaching was reserved for the persons from among the clergy. In addition, it facilitated the activities of the Ministry of Public Education and Spiritual Affairs to control schools in order to stop the spread of ideas of freethinkers and "maintain the existing order in the country" (Klyuchevsky, 2003).

Consider another period - the reign of Emperor Alexander II, an outstanding reformer who managed to establish personal patronage over gifted personalities who were able to implement a number of advanced ideas. During the reign of Alexander II the Liberator, as he was often called by the contemporaries, major changes were made: the abolition of serfdom in 1861 (Klyuchevsky, 2003), the reform in the field of education of 1860-1863, the judicial reform of 1864, the city and province reforms of 1863-1864. (Klyuchevsky, 2003), the military reform of 1874 (Klyuchevsky, 2003). The greatest interest for us is the reform of public education. Parochial schools, gymnasiums and progymnasium schools were opened, where children without class distinctions were granted access. A new university charter was adopted in 1863 - universities obtained autonomy (Preparation and carrying out university reform of 1863, 2015). The reformist activity of Alexander II indicates that the government gradually began to withdraw from the reaction. In this connection, let us turn to the teachers' track record for 1858 in the Figure 2: (The official list of the serving Vyatka schools, 1858)

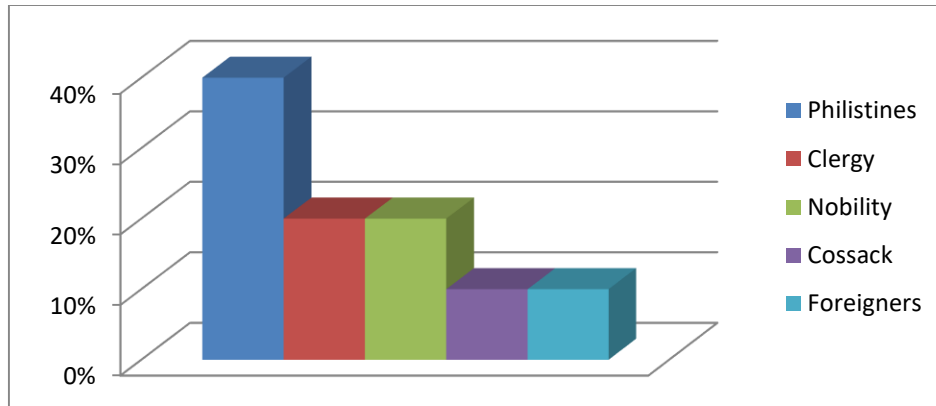


Figure 2 "Social composition of teachers in the 1860s." (Compiled by us)

The information in this diagram shows that the majority of teachers belonged to the estate (philistines) class, which, in our opinion, is evidence that the government refused to react and did not prevent the entry of teachers from non-spiritual ranks to the post of teachers. Let us turn to the next of these periods - by the time of the reign of Alexander III. Alexander III after the killing of the people of Narodnaya Volya on March 1, 1881, his father did not want to continue reforms, and became famous for his counter-reform policies. One of the most famous laws of Alexander III was the circular "On the cook children" of 1887 (Stepanishchev, 2008). It prescribes that children from the lower classes do not need to strive for secondary and higher education. In addition, many ideologues of autocracy (Pobedonostsev K.P., Katkov M.N.) believed that secular teachers should be eliminated from the cause of teaching, because "Everything that could educate the people was dangerous and unacceptable" (Perschina Yu.V., 1999).

In the 60-80 years, XIX century various political circles and organizations, which had as their basis the ideas of Marxism and anarchism, have activated their activities, and individual terror has spread widely. In our opinion, one of the results of the turn to the reaction is observable in the Figure 3 (Statistical data on a condition of territorial schools of the Vyatka district for 1887-88 academic year, 1889):

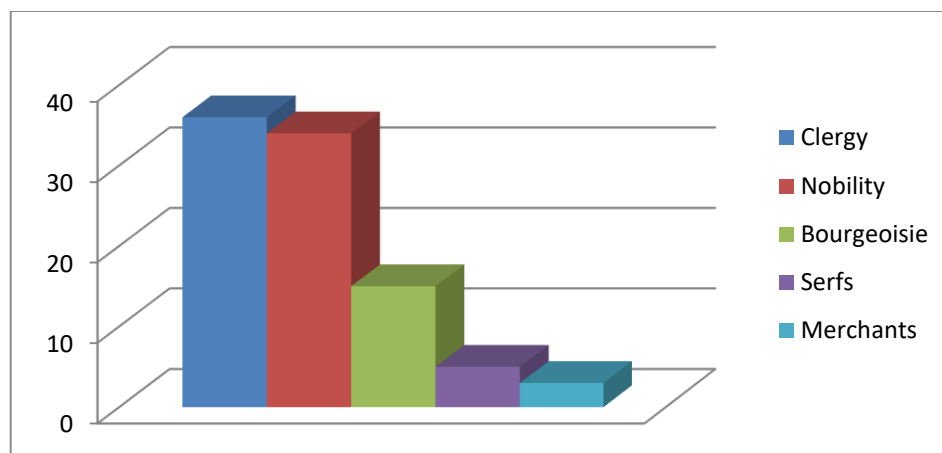


Figure 3. "Social composition of teachers in the 1880s." (Compiled by us)

As can be seen from the information in this diagram, teachers and assistants from among the clergy in the zemstvo schools of Vyatka Province had a majority. One of the obvious consequences of this phenomenon was the poor student performance and general ignorance of the population of the province.

Based on the proposed characteristics of teachers, we turn to the description of their social situation.

Hence, in our opinion, the problem of “mass escape of teachers from schools” proceeded from (The chronicle about education, 1901), one of the main reasons for which was their financial hardship.

Thus, the teacher of Uspensky parochial specialized school Sergey Smaragdov submitted a petition dated 29.04.1842, addressed to a name of permanent keeper Ivan Kuvshinsky, of his dismissal from educational institution as a result of low emolument of the present post. (Case of dismissal of the teacher of Uspensky parish school Smaragdov at all from educational department, 1842). In a report of Kotelnicheskaya Zemstvo hall of 1868 stated: “The tutors of the rural schools draw salary not over 100 rubles. The teacher of parochial specialized school in the town — 114 rubles and 40 kopecks per year, the assistant — 75 rubles, and the religions teacher — 28 rubles 60 kopecks”. (Result of the first period of actions of the Kotelnichesky district territorial justice expressed in reports to kotelnichesky district territorial meeting and resolutions of meeting on these affairs, 1868).

In paper documents there were the petitions of rising the salary (Khokhlov, 1871). Or of the grant of benefit in a cause of the salary insufficiency (Applications of persons on dispatch of certification

for revenues to the teacher's position, about delivery of pension or about release from a compulsory military service, 1885).

The Vyatka newspapers vividly demonstrated financial hardship of teachers. One of such newspaper was "Vyatskaya rech". Thus, in No. 262 of 9th December 1915, the content of the petition of a company of teachers of the Malmyzhskaya Zemstvo hall were disclosed, in which they had spoken about financial hardship. In "Vyatskaya rech" No. 270 of 13th December 1911 it was reported that a patient with severe anemia entered a hospital in the Yaransk district, which was developed due to starvation during intensive school hours. It turned out that the patient worked as an assistant teacher in the church school and received a salary of 10 rubles per month (On the province, 1911). According to newspaper articles and teachers' petitions, the money was not enough to survive, taking into account that it was necessary to eat every day, at least occasionally update the wardrobe and to write out the necessary literature for work. In addition, "this mere pittance was delayed for month, I sometimes had to go to the town for two or three times." (On the province, 1911). Particularly difficult were the relationships with the volost clerks. (Khlebnikov volost government (Urzhum District), 1915).

The next indicator of social status we outlined the working conditions of Vyatka teachers. The most striking example of the daily routine of teachers was their working in rural smoky huts. One of the rural schools of the Urzhum Uyezd was located in a similar hut. (On the province (the Urzhumsky district), 1909). Also, the articles contain information that it was impossible to work in such peasant huts without harm to health (The national teacher in pre-revolutionary Russia (reminiscence of the teacher pensioner), 1957).

The archival documents helped to open features of the legal status of the zemstvo teachers. Among the paper documents we found petitions of teachers for exemption from conscription. Indeed, according to the Charter "On military service" of 1st January 1874 (The charter about a compulsory military service of 1874, 2015), persons, teaching in educational institutions were exempt from active service in peacetime, than the current teachers used (Applications of persons on dispatch of certification for revenues to the teacher's position, about delivery of pension or about release from a compulsory military service, 1885).

Conclusion

Thus, after describing the characteristics of the Zemstvo teachers of the Vyatka province, we examined their social status in three contexts. On the one hand — the financial situation of teachers, on the other — working conditions, on the third — their legal status. The above data allow us to conclude that teachers in the hierarchically organized ladder of Russian society of the second half of the XIX - early XX centuries took a low stand. Proof of this can serve as the following factors: low salary, unfavorable working conditions, not the fully provided opportunity to enjoy their civil rights. The latter we attribute to the fact that not all the teachers could apply for transfer from the state of taxation or exemption from active military service as a result of various reasons (ignorance of the teachers themselves, difficulty in transferring applications to the address, etc.), and in connection with the fact that the requests were not always received a positive response. In our opinion, the dissatisfaction of zemstvo teachers with their social position led to the fact that by the end of the XIX - the beginning of the XX centuries they began to participate in political activities actively, to which the pre-revolutionary situation in the country also contributed.

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