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## The organization of primary artisan education by the zemstvos of the Ekaterinoslav province

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### Abstract

The article deals with the development of vocational education by zemstvo councils in the Ekaterinoslav province. Zemstvos are believed to have made a significant contribution to the development of education in the Russian Empire. The authors reveal the features of the legislative framework for primary artisan education, analyze the types of such educational institutions in the Russian Empire and point out that the activities of zemstvos relating to the development of vocational education consisted in opening primary artisan schools and workshops in primary public schools, organizing manual labor lessons, as well as providing financial assistance to primary technical schools. Moreover, the authors analyze the features of financing, organization, curricula, and the number of these institutions in the Ekaterinoslav province. Special attention is paid to the fact that the Ekaterinoslav zemstvo allocated a significant amount of money to provide financial support to primary artisan schools and workshops in primary public schools. The training was mainly free. The pupils came from peasant and petty-bourgeois families. The authors of the article conclude that there was short-term teaching of general subjects and studying trades was reduced to practical learning. A lot of graduates worked in industry.

### For citation

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**Keywords**

Zemstvo, artisan schools, artisan workshops, manual labor and needlework lessons, professionalization of primary education.

**Introduction**

Currently there is an active search for a concept and an optimal model for the development of vocational education. So it is relevant to study the activities of its development by local government bodies – zemstvos, whose experience has not actually been taken into account. The purpose of this article is to analyze the activities of the Ekaterinoslav Zemstvo on the organization and development of craft education in the province.

The Zemstvo had an outstanding role in the development of public education. The land economy widely covered the most diverse branches of public education and came into contact with a number of complex issues. One of such issues was the need to develop vocational education.

**Initial artisan training in Ekaterinoslav province**

The rapid rates of economic development in Russia in the second half of the XIX century required improvement of not only general, but also vocational education. By the early 1960s the number of vocational schools was insignificant, although some special schools existed since the 18th century. A holistic system of vocational education in Russia has not yet existed.

In the 60s of the XIX century, the network of vocational primary schools increased slightly. In the following decades, their development took place at a faster pace. In 1881 in Russia there were already 190 medium and lower industrial, artistic and commercial, transport and agricultural primary schools, which belonged to various ministries and departments, as well as public organizations and private individuals. In addition, the Ministry of Education has developed handicraft classes and courses that were opened at 137 lower elementary educational institutions [Kuz'min, 1971, 33-34].

In 1888, the "Basic Provisions on Industrial Schools" were adopted, which established the following types of these elementary schools: 1) secondary technical schools, whose purpose was to provide "the knowledge and skills required by technicians as the closest assistant engineers"; 2) inferior technical schools that "along with training in the methods of production should provide the knowledge and skills necessary for close and direct workers' managers at industrial enterprises"; 3) vocational schools where the methods of crafts were taught [Sketches of the History of the School ..., 1976, 153]. For all types of schools, some samples of curricula and programs were developed, and in 1889 the statutes were approved in which it was emphasized that a vocational school should train practical workers, not trying to be an "intermediate stage for the training of high-ranking officials". Curricula and programs were designed in such a way that the main place

was given to special subjects. The number of general subjects and the time for their study were minimized.

"The basic regulations on industrial schools" in 1888 approved only one type of vocational schools. In 1893, "The Regulation on the Schools of Craft Students" was approved (there were only five in Ukraine), and in 1895 "The Regulation on Rural Craft Training Workshops". All these schools were simplified vocational schools [Kizchenko, 1990, 33-34].

The system of lower vocational education had a lot of serious shortcomings. The main thing was that special educational institutions were subordinated to different departments. Therefore, there was no general plan that would unite all stages of professional education from the lowest to the highest. The other drawbacks were obsolete plans and programs, worn out workshops equipment at schools, unsuitable methods of teaching, narrow specialization (mainly carpenter's and lathe or forging).

Zemstvos opened, or provided material assistance in the organization of craft schools and colleges, which trained skilled workers, handicraftsmen and craftsmen. In addition, zemstvos opened craft classes and branches at primary schools. On May 31, 1872, "The Regulations on Urban Schools" were approved, according to which craft classes were created in urban as well as two-class and one-class rural schools so that pupils could practice the "simplest craft". In the "Instructions", approved on July 4, 1875, it was emphasized: "Crafts for boys and handicrafts for girls are introduced in two-grade and one-class schools, and pupils also have the opportunity to engage in gardening and beekeeping in schools" [Kuz'min, 1971, 149]. The laws of April 21, 1903 and March 26, 1904 on the opening of craft departments and classes confirmed this position.

Despite the fact that the opening of craft departments in most schools was difficult, in the 70s, and especially in the early 80's, there was a rapid increase in their number. In these branches the craft was taught by the invited masters. There was no specific training system. Basically, it boiled down to observing the master at the work of the students. The course of study and the number of hours of daily classes were determined by local authorities, depending on the type of craft. The most common specialties were carpenter-lathe, forging, shoe-making, sewing.

Handicraft departments existed in a small part of primary schools, therefore they cannot be considered as a way of labor education of elementary schools' pupils. They performed only the functions of professional training of their graduates, and contributed to the mastery of mainly technical knowledge and skills that could be used in everyday life or when practicing small craft and handicraft.

The crafts departments had serious shortcomings in organization and content, including the discrepancy between the teaching methods in the departments and the age of the children: 10-12 years old children had to work in the workshops for 5-6 hours on machines for adults. Training in the craft departments was optional; the students were accepted throughout the school year and sometimes dropped out, which led to the inconsistent composition of the students. Students who fulfilled orders did not receive rewards. Therefore, those who could work independently usually threw the training.

In the 70s of the 19th century, the Zemstvos and the local community began to advocate the so-called professionalization of primary education, struggling for joining the general educational knowledge provided by the primary school with practical handicraft education. However, the primary school had its own goals and objectives. In addition, it was impossible to train craftsmen and workers from 8-12-year-old boys and girls [Manual Labor ..., 1895, 1-5].

Skillful pedagogues and public figures disagreed with the professionalization of primary schools and colleges. Baron N.A. Korf strongly opposed the imposition of utilitarian trends in the development of primary school and against the association of handicraft education with school education [Development of Vocational Education ..., 1887, 104].

At the third congress of Russian educators (1903-1904), in a resolution that did not support the policy of the ruling circles on the professionalization of the school, it was stressed that "the Russian school cannot disseminate professional knowledge, not losing its purpose" [Charnoluskii, 1910, Part 1, 124]. Zemstvos also gradually accepted this perspective. For example, in the Poltava zemstvo, it was believed that a professional school can be successful when it has students who have already completed the primary school course. The vocational school apart from practical training in craftsmanship, in the opinion of the zemstvos, was supposed to provide general education subjects, but only as a repetition of the knowledge previously studied. On the other hand, it was believed that the system of the general education school should include labor education, which would help, if properly organized, to satisfy children "striving for activity, to breed their love for physical labor" [Manual Labor, 1895, 5-13].

At the first general-district congress in 1911, it was decided that vocational education is not the school's task and the general education school should not replace the professional school [Charnoluskii, 1910, p. 1, 57].

Thus, the activity of the zemstvos on the development of vocational education consisted in the opening of lower vocational schools, as well as handicraft departments and classes in primary public schools; the organization of manual labor lessons and the provision of financial assistance to lower technical schools.

Ekaterinoslav Zemstvo promoted the spread of craft education especially actively. Since 1870, the council helped to maintain artisan classes and schools. The Provincial Zemstvo Assembly, striving to contribute to the development and improvement of handicraft production in the province, decided in 1869: "In each county in the county cities we should have one craft school" [Report of the Ekaterinoslav Provincial Zemstvo Board for 1904 ..., 1905, 26]. In 1875, the council decided that only one specialty should be taught in these institutions. In addition, a decree was adopted according to which the assistance of the provincial zemstvo to open handicraft establishments should be annual in the amount of 3,000 rubles [Decisions of the 10th Ekaterinoslav Provincial Zemsky Assembly., 1876, 185]. In 1881, for example, appropriations of 3,000 rubles were provided to Verkhnedneprovsky and Bakhmut districts, and 1,200 rubles were allocated to Ekaterinoslavsky district [Decisions of the XV Regular Session, 1881, 376-377]. Later the decree of 1869 was extended: the

county zemstvos were given the right to open vocational schools not only in county towns, but also in places deemed suitable for this purpose. In 1870 the provincial government developed a normative charter for handicraft educational institutions. At first, the opening of these institutions was slow. In most of the counties, they began to open in the eighties of the XIX century.

In 1889 the provincial government organized an inspection of the activities of artisan institutions. Zemstvo came to the conclusion that their condition is not satisfactory and it is necessary to carry out a number of transformations "to promote the development of industry in the counties" [Decisions of the 20th Regular Session, 1886, 116-119]. However, these transformations were not implemented. In 1887, in Ekaterinoslav province, a vocational school was opened in the village of Saksagan in Verkhnedneprovsky district. In 1907, there were 208 students and 23 teachers in it [Report of the Ekaterinoslav Provincial Zemstvo Board for 1907, 1908, 123]. In 1896 the Gnedinskoye School was opened [Report of the Ekaterinoslav Provincial Zemstvo Board for 1904, 1905, 27]. In the same year, a school was created in the city of Bakhmut. Training there was paid for the students. Founders and electrical engineers were trained in it.

In 1910 in Ekaterinoslav province there were two craft schools: 7-class technical school at Alexandrovsky and at the Mariupol lower mechanical-technical school. There was also one school of artisans, Luganskaya [Kizchenko, 1990, 33-34].

Often pupils of the lower vocational schools dropped out without the completion of the training course. So, for example, in 1907, 8 persons out of 35 pupils dropped out of the school at the Mariupol lower technical school (23%).

Despite the fact that the handicraft educational institutions of the province, which were kept at the expense of the zemstvos, prepared handicraftsmen and artisans mainly, many of the graduates worked in industry. So, for example, in 1907 all graduates of the lower school at the Mariupol lower technical school went to work in the local depot as assistant locksmiths [Ibid, 35-37].

All money earned by the students of artisan educational institutions in the Ekaterinoslav province, in contrast to many other provinces, were sent to the special fund and then, at the end of the course, were given for students to purchase tools, to open their own workshop [Decisions of the XXV regular session of the Ekaterinoslav Provincial Zemstvo Assembly ..., 1891 , 119].

Training and craft workshops were organized in the province, too. But they did not function for long. So, for example, in 1888 such a workshop was opened in the Pavlograd district [Report of the Ekaterinoslav Provincial Zemstvo Board for 1904, 1905, 27].

According to the Ekaterinoslav provincial zemstvo council, in 1911 there were 3 vocational schools with 224 pupils (boys) and 37 teachers, 2 craft schools and one school of craft students, as well as one women's vocational school with 139 students and 13 teachers. Thus, in the province there were 7 lower primary artisan institutions kept at the expense of the zemstvos [Report of the Ekaterinoslav Province Zemstvo Board for 1911, 1912, 103-104].

In addition to the organization of the lower craft educational institutions, the Zemstvo also opened handicraft departments at primary schools and organized manual labor and needlework

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lessons. Here, literate children under the age of 12 years were admitted. There were no national, religious and sexual limitations. The training was free. Sometimes graduates received some help to purchase the necessary tools. Such branches were established in all districts of the Zemstvo schools, but they functioned unstably. So, for example, in Mariupol district from 1884 to 1907, such departments as Vladimirsky (carpenter's), Ignatyevsk (forging-locksmith), Karaevskoe (joinery-woodworking), Maryinsky (forging and metalworking) operated at different times. Ignatyevsky and Maryinsky departments were kept at the expense of the provincial zemstvos; each year it allocated 2,700 rubles to them. The course of study took 3-4 years. The guardian appointed by the zemstvo board was in charge of the department; while the teaching of the craft, and supervision of the execution of the work was entrusted to masters teachers who received 300 rubles each. [Report of the Mariupol Uyezd Zemstvo Administration ..., 1890, 119-120]. In addition to the craft, no other subjects were taught, there were no theoretical lessons. Those who graduated from the training did not receive financial aid, but they were provided with the tools necessary for the first time, most of which was acquired from the money earned by the students. So, for example, in 1889 the profit of the Ignatiev craft department was 201 rubles, in 1897 it was 393 rubles, and Vladimirsky earned 432 rubles 84 kopecks in 1897. This money was received by the local zemstvo councils "in order to increase the funds for the acquisition of materials and tools for graduates" [Ibid, 310]. In 1897, Mariupol district got 834 rubles 28 kopecks for the maintenance of the Ignatiev branch, and 986 rubles 45 kopecks for Vladimirsky. The craft departments existed exclusively on the means of zemstvos and their own profits. The number of students was insignificant. In 1889, Ignatiev School had 12 students; during the academic year 2 students dropped out, and 6 persons entered. On January 2, 1895, 10 people were studying in the Vladimir department, and in Ignatyevsky there were 15 students.

Zemstvos also organized manual lessons of handicrafts for primary school boys and girls. So, for example, in 1903 in Bakhmut district there were 5 craft classes; at 2 schools labor lessons were conducted, in which the students performed the following works: the works in wood in the Lisichansk two-year school, the works in wood and metal in Petrovsky two-grade school [Report of the Bakhmut Uyezd Zemstvo Board, 1904, 180, 188].

The number of handicraft branches, classes of manual labor and needlework at the primary schools in the Ekaterinoslav province in different years was as follows: in 1904, 34 handicraft and handicraft classes, 21 classes of manual labor. [Report of the Ekaterinoslav Provincial Zemstvo Board for 1904, 1905, 177], and in 1905, it was 49 and 25, respectively. In 1907 manual labor was taught in 19 schools, craft departments worked at 3 schools, needlework classes at 132 ones [Report of the Ekaterinoslav Provincial Zemstvo Board for 1907, 1908, 124], in 1909, 16, 6 and 147 respectively [Report of the Ekaterinoslav Provincial Zemstvo for 1909, 1910, 85], in 1911 the classes of manual labor and needlework existed at 146 schools, and crafts were practiced at 8 schools [Report of the Ekaterinoslav Provincial Zemstvo Board for 1911, 1912, 29]. The data indicate that the number of craft departments at primary schools has gradually increased. The number

of schools where manual labor for boys was held was the largest in 1905, after which it gradually decreased. In addition, it should be noted that the existing number of crafts offices in the province, manual labor and needlework was clearly not enough.

Expenditures of the Ekaterinoslav Zemstvo on the development of special education in 1876 reached 21.2 thousand rubles (76.6% of the total expenditure on public education) [Fiftieth Anniversary of the Ekaterinoslav Provincial Zemstvo..., 1916, 15], in 1890 it was 33.5 thousand rubles (53.4%) [Ibid], in 1904 48.0 thousand rubles (34.0%) [The Report of the Ekaterinoslav Provincial Zemstvo Board for 1904, 1905, 74], in 1911 it was 103.5 thousand rubles (38.6%) [Report of the Ekaterinoslav Provincial Zemstvo Board for 1911, 1912, 87-88], in 1916 it reached 248.6 thousand rubles (56.6%) [The Fiftieth Anniversary of Ekaterinoslav Zemstvos, 1916, 15]. This data indicate that the provincial zemstvo spent about 50% of the total amount of allocations for public education on the development of professional education. County Zemstvo councils also allocated funds for these purposes. So, for example, in 1901 the expenditures of the district zemstvos on the development of vocational education amounted to 7%, and provincial Zemstvos spent 4.3% of the total allocation for public education [Veselovskii, 1909, Vol.1, 498].

### **Conclusion**

Thus, Zemstvos' concern for the development of vocational and technical education was manifested in the opening of lower vocational schools, lower technical schools, craft departments and classes in primary schools. This process began in the eighties of the XIX century. The schools and classes were run at the expense of zemstvos. We'd like to highlight that the Ekaterinoslav Zemstvo allocated a significant amount of funds for this purpose. The training was mostly free. The pupils came from peasant and middle-class families. Teaching of general subjects was short-term; the study of crafts was reduced to practical mastering of the material. A significant part of the graduates of Zemstvo craft education institutions worked in industry. Although the craft schools, crafts departments and classes opened by the zemstvos at the primary schools could not solve the problem of training professional personnel for industry, it is necessary to note the zemstvos' understanding of the importance of this issue and the desire to solve it in all possible ways.

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## **Организация земствами Екатеринославской губернии начального ремесленного образования**

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### **Аннотация**

В статье рассматриваются вопросы, связанные с развитием профессионально-технического образования в Екатеринославской губернии земскими управами. К началу 60-х годов XIX века целостной системы этого типа учебных заведений не существовало. Земства внесли значительный вклад в развитие просвещения в Российской империи. Авторы раскрывают особенности законодательного обеспечения работы начального ремесленного образования, анализируют типы подобных учебных заведений в Российской империи. Подчеркивается, что деятельность земств по развитию профессионально-технического образования состояла в открытии низших ремесленных училищ и ремесленных отделений и классов при начальных народных школах, организации уроков ручного труда, а также в предоставлении финансовой помощи низшим техническим училищам. Кроме того, проанализированы особенности финансирования, организации работы, учебные планы, количество этих учебных заведений в Екатеринославской губернии.

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### **Ключевые слова**

Земство, ремесленные училища, ремесленные отделения, уроки ручного труда и рукоделия, профессионализация начального образования.

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