



Copyright © 2019 by Academic Publishing House Researcher s.r.o.  
All rights reserved.  
Published in the Slovak Republic  
European Journal of Contemporary Education  
E-ISSN 2305-6746  
2019, 8(2): 418-424  
DOI: 10.13187/ejced.2019.2.418  
[www.ejournal1.com](http://www.ejournal1.com)

**WARNING!** Article copyright. Copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of the violation of the author(s) rights will be pursued on the basis of international legislation. Using the hyperlinks to the article is not considered a violation of copyright.



## The History of Education

### Development of the School Education System in the Province of Vologda (1725–1917). Part 2

Aleksandr A. Cherkasov <sup>a, b, \*</sup>, Sergei N. Bratanovskii <sup>c, d</sup>, Larisa A. Koroleva <sup>e</sup>,  
Ludmila G. Zimovets <sup>f</sup>

<sup>a</sup> International Network Center for Fundamental and Applied Research, Washington, USA

<sup>b</sup> Volgograd State University, Volgograd, Russian Federation

<sup>c</sup> Plekhanov Russian University of Economics, Moscow, Russian Federation

<sup>d</sup> Institute of State and Law of RAS, Moscow, Russian Federation

<sup>e</sup> Penza State University of Architecture and Construction, Penza, Russian Federation

<sup>f</sup> Sochi State University, Sochi, Russian Federation

#### Abstract

The article discusses the origin and development of the school system on the territory of Vologda province in 1725–1917. In the second part of the study, the authors examine the development of the public education system from the end of the 1840 to 1864.

In solving research problems, both general scientific methods (concretization and generalization) and traditional methods of historical analysis were used. The authors used the historical-situational method, which involves the study of historical facts in the context of the era in conjunction with the “neighboring” events and facts. Additionally, pre-revolutionary studies on the history of pedagogy, as well as modern Russian scientific literature, were brought in as materials.

In conclusion, the authors noted that the system of public education in Vologda province from the late 1840s to 1864 continued to develop actively. At this time, the idea of teaching literacy to the younger generation begins to penetrate into the consciousness of the peasantry. As a result, not only a variety of educational institutions appears, but also ways of teaching children with the help of private hiring of teachers are becoming common. The first private public library appeared in the early 1860s and it also contributed to the spread of literacy.

---

\* Corresponding author

E-mail addresses: [sochi003@rambler.ru](mailto:sochi003@rambler.ru) (A.A. Cherkasov)

**Keywords:** national education, gymnasium, colleges, Vologda Province, Russian Empire, teachers.

### 1. Introduction

The first educational institutions in Vologda province were established in the XIV century. Their founder was St. Stephan, the apostle and enlightener of the land of Perm, who preached Christian teachings among local pagans (Popov, 1885: 40). In his effort to strengthen the faith among the people, he founded schools at churches. He also taught children and translated other church books into the Zyryan language.

However, after the death of St. Stephan, writing existed in the land of Perm no more than 100 years. Later it was forgotten, as the priests tried to translate writing from Zyryan to Slavic. Schooling was resumed only under Peter I. In the second part of this article, we would like to consider the development of the public education system from the late 1840s to 1864.

### 2. Materials and methods

Studies on the history of pedagogy of the pre-revolutionary period, as well as modern Russian scientific literature, were brought in as materials.

In solving research problems, both general scientific methods (concretization and generalization) and traditional methods of historical analysis were used. The authors use the historical-situational method, which involves the study of historical facts in the context of the era in conjunction with the “neighboring” events and facts.

### 3. Discussion

Public education on the territory of Vologda province caused and continues to arouse the interest of specialists in the field of history of pedagogy. Initially, this topic was studied in the context of the history of Orthodoxy, and in particular the activities of St. Stephen of Perm in the XIV century. Researchers like E.A. Popov and N. Otto (Otto, 1866), wrote or mentioned this topic, which was also mentioned in the work “For the History of the Vologda School Directorate” (Dlya istorii, 1860).

During the reign of Peter the Great, Russia began the process of creating educational institutions, namely, “numeric” schools and theological seminaries, which evolved to big and small schools, and later – to gymnasiums and district schools. The topic of public education in Vologda province in pre-revolutionary Russia was paid attention to by such researchers as: N. Bunakov (Bunakov, 1864) and A. Ivanov (Ivanov, 1879). It was also mentioned in the “Historical Review of the Activities of the Ministry of National Education, 1902–1902” (Istoricheskii obzor, 1902).

In the modern period, the topic of history of Vologda educational institutions was addressed by such researchers as: N.S. Vorotnikova (Vorotnikova, 2015; Vorotnikova, 2015a; Vorotnikova, 2016), L.N. Kolos (Kolos, 2015), A.A. Cherkasov et al. (Cherkasov et al., 2019). At the same time, the issues of regional education of other central and southern provinces of the Russian Empire are actively studied (Peretyatko, Zulfugarzade, 2017; Peretyatko, Zulfugarzade, 2017a; Kornilova et al., 2016; Natolochnaya et al., 2018; Magsumov et al., 2018; Shevchenko et al., 2016).

### 4. Results

In 1847, the Russian Geographical Society requested a variety of ethnographic material from different regions of the Russian Empire. These included folk tales, songs, proverbs, dictionaries of the commonplace language and local dialects, with indications of common stress and examples in the language of speech and samples of small stories or conversations written in exactly the same local language. In this regard, in 1848, the Geographical Society sent out a guide for collecting ethnographic information, wishing to have notes on the appearance of local residents, on their home life, mental and moral characteristics, education, folk traditions and monuments. Among the programs were brief instructions on the collection of information about the climate and a book with questions to mark observations on agriculture.

Meanwhile, the Academy of Sciences and the main physical observatory extracted results from meteorological observations that were made in all parts of Vologda province by full-time caretakers, teachers, and priests; noticing the inaccuracy of these observations, the academy reported that in its workshop one could purchase the most accurate instruments which the schools

could not afford. Manuals and guidelines for the work of meteorological observations, psychrometric tables, etc were sent to the Directorate from the observatory.

A number of teachers of the Vologda gymnasium and elementary schools responded to the call of the Geographical Society. In 1847, the Russian Geographical Society expressed its gratitude to the teachers Titova and Mikhailov for delivering the articles, and also expressed the hope that their studies in science would continue. What researches did the teachers conduct? An example is Protopopov, a teacher in Ustyug, was engaged in compiling a dictionary of Ustyug and Yarensk counties. He read about 260 acts of the XVI and XVII centuries in the Yarensky archive and made a compilation of words that were rarely used. Thus, he compiled more than 1 thousand words. Also, the teachers were engaged in the study of local languages, the preparation of local history articles, a description of the local rites etc. (Otto, 1866: 100).

In 1848, an outbreak of cholera took place in Vologda\*. The epidemic began at the end of May and caused considerable demographic damage to the city. Among the dead was one high school student and one high school official (Otto, 1866: 101).

District, parish and private schools were an important part of the public education system (Cherkasov, 2011: 138-149). The Vologda district school was opened on November 12, 1804 and was placed together with the gymnasium in the public care center, where the school was located until 1837. Before the transformation in 1832, the school had two classes and had about 70–80 pupils constantly. In addition to the standard amount of money, it was supposed to get 200–400 rubles per year. The first parish school in Vologda was opened on November 8, 1807 and 360 rubles were spent on its maintenance per year. The number of students was from 50 to 70 people (Otto, 1866: 102). From the very beginning, the parish school were up to 60 students, which made it difficult for one teacher to work. Therefore, the Vologda Directorate intended to establish one parish school in each of the three parts of the city and asked the local authorities to open 2 more schools. The locations included the Resurrection Church in the Leninskaya ground and Kolyashnaya Street for the students from the other bank of the river. However, it was only in March, 1838 that the second parish school was established in Vologda, at the expense of the merchant society's donation of 400 rubles, and in 1848, with the assistance of the mayor of Grudin, the first girls' school was opened in the city. In the second parish school there were 30–50 students, and in the girls' school there were about 20 students (Otto, 1866: 102).

In 1834, supervision of the district school was assigned to senior teachers of the gymnasium in order to make Vologda district school exemplary for all the other schools in province. In this regard, in 1838, the teachers were engaged in free teaching of German and algebra, and the staff superintendent taught Latin.

According to the traditions of the Russian Empire, in addition to the full-time superintendent of the school, there was also an honorary caretaker who was chosen from among the richest citizens of the area. The duty of the honorary caretaker was to donate a fixed amount to the educational institution every year. For example, the honorary caretaker of Vologda School, the court counselor V.A. Volotskoy annually donated 200 rubles to the school. After the conversion of the district school in 1832 from a two- to a three-year, the honorary caretaker donated 65 rubles for the furniture and 48 rubles for the textbooks (Otto, 1866: 103).

In 1837, the district school bought at auction a three-story house (made of stone) of the merchant Kokorev for 8 thousand rubles (Otto, 1866: 102)

The donation of the merchant Grudin, who in 1841 provided 56 poor students from the district and parish schools with shoes and clothing (winter and summer), was a true phenomenon of charity. At the same time, Grudin paid for the placement of the Second Parish School in a private house (42.8 rubles per year). In 1842, Grudin supplied 60 students not only with clothes and shoes, but also with textbooks, and encouraged diligent students to study with gifts. In 1843, there were already 70 children supported by Grudin. In addition, he paid 150 rubles a year for the premises of the 2<sup>nd</sup> parish school and saved 450 rubles for the school administration, which was spent to establish a parish school for girls (as an experiment, for 3 years) (Otto, 1866: 105).

---

\* It is important to note that the first outbreaks of cholera in Eurasia began at the beginning of the XIX century. They covered first the Caucasus, and then the central European provinces of Russia. (Ermachkov et al., 2018; Ermachkov et al., 2018a; Ermachkov et al., 2018b).

In 1850 in the Vologda school the inspection found out that out of 151 students in classes there were only 145 were present. In the 1st class there were 73 students, 41 in the 2nd and 37 in the 3rd class. There were 77 children of nobles and officials, 42 children of merchants and burghers and 32 peasant children (Otto, 1866: 171).

The free mutual education school, opened in 1819 in Vologda by tradesman J. Muromtsov is also worth mentioning. Muromtsov arrived in Vologda in September 1819 with textbooks, rented a room for 200 students and announced the citizens about free education for children. 32 students enrolled in the school and in December the school was opened. By August 1820, the number of students had increased to 130; in 1821 there were 90 and 51 in 1822. Children from 6 to 16 years studied at the Muromtsov School, both boys and girls. The school was divided into 7 classes. Beginners wrote on the sand with sticks. In addition to reading and writing, children studied arithmetic, the law of God and sacred history; but after the subordination of the schools to the supervision of local staff (March 18, 1821), the subjects in their course were limited only to reading, writing, and the basic arithmetic. In the first four years, the construction and maintenance of the school cost Muromtsov about 5 thousand rubles, spent on classroom furniture, the purchase of textbooks, rent, heating, lighting, etc. All these expenses caused Muromtsov a lot of difficulties. He was forced to transfer the school to a smaller room. The lack of money led to the fact that in 1825 there were 12 pupils in the school, but from 1826 it was again replenished by pupils (in 1828 there were about 40). By this time, he had spent up to 8 thousand rubles on his school but he was given a grant from the government at the same time – 1,000 rubles, and in November 1828 he received a silver medal on the Order of St Anna (Otto, 1866: 109). The following year, however, Muromtsov fell ill and died on July 31, 1829. His school was closed.

#### Private boarding schools

The first half of the 18<sup>th</sup> century is characterized by the emergence in Russia of a new type of educational institutions – boarding schools, including private ones. “The tasks of the first boarding school did not go beyond teaching students a decent material content and establishing a well-known external discipline, without which the school could not function” (Sukhomlinov, 1865: 192).

Boarding schools became very popular, since the conditions of education in them were “milder” in comparison with state schools. They solved the social task of educating the children of nobility and middle class. The majority continued to use primitive home schooling and the services of elementary general private schools, which were still accessible to all classes. (Kodrlé, 2016: 131).

The first noble boarding school for children was opened in Vologda in 1816 by foreigners Osip Jacobi and Theresia Tausch; but it functioned only for 3 years. In 1835, on the permission of the Minister of Public Education G. K. Dose (the wife of a gymnasium teacher) a boarding house for noble girls was established with payment of 400 rubles for full-board, and 250 rubles for half-board (Otto, 1866: 110). In 1839, the boarding school had about 30 students. It brought up the children of noblemen, officials, clerics, and even merchants. In 1846, the boarding school introduced the teaching of a short course of physics and a brief overview of universal history in French. The boarding school was famous in Vologda and existed for about 23 years, until the very opening of a gymnasium, the management of which was entrusted to the former owner of the boarding house, G.K. Dose.

Koltynyanskaya primary school for children of both sexes also functioned in Vologda in 1848-1858. Tuition was 60 rubles per year. The number of students was up to 12 people and they studied God's law, grammar, history, geography, arithmetic, reading and writing in French and German.

It is important to note that public education in district schools for a long time was miserable. At first, it was difficult for the government to establish a school in the regions, but then the school authorities were faced with the problem of poor attendance. Let us take a look at the statistics. In 1804, after the opening of the Vologda gymnasium, the total number of students did not exceed 400 people. In 1807 it was only 345. In 1808, the number of students was less than 250, in 1809 – 350. In 1815 – 600, in 1822 there were about 500 students, in 1824 – 350, in 1825 – 360 and up to 463 students in 1830 (Otto, 1866: 181).

By 1850, along with the rural schools, there were already more than 4.1 thousand students, including 1,709 boys and 181 girls in educational institutions of the Ministry of Public Education, and 2,239 people in rural schools. (Otto, 1866: 182).

Schools were opened in landowners' estates. So, in 1814–1840, three schools were opened in the territory of Vologda province: in the village of Pokrovsky, in the village of Nikolsky and in the village of Kovyryn. The number of children in those schools ranged from 12 to 34 (Otto, 1866: 191).

In 1845 in Vologda province state peasants had 39 schools with 41 teachers. There were 1097 students (Otto, 1866: 194). Thus, on average, the school accounted for 28 people. By 1849, the total number of schools had reached 49, with 1,381 students. At the same time, the number of pupils per school did not change and continued to be 28 people.

In total, as of 1848, 1,468 people were enrolled in state rural schools, 357 in special schools, and 48 in the Malaya Zavodskaya school, a total of 1,859 boys and 13 girls. Two years later, there were 1979 pupils in schools of state peasants, 210 in specific schools, and 50 in Malaya Zavodskaya, a total of 2239 students (Otto, 1866: 195).

The problems of all rural schools were similar. For example, there were only 18 students in the Shuisky school, when it could have been 50. Unfortunately, the teacher in the school was a priest who was busy with the duties of his parish. The same situation was with the school in Seregov. There were 11 students in the Glotovo School and there was no teacher in the school in Seregov.

But there were exceptions. In Ustyugsky district, in the Iglinsky Pogost, a school was opened by the peasant Chebykin. Chebykin pledged to maintain a school for 10 years, where boys were brought up and lived at his expense. In 1846, a full-time caretaker found this facility in good condition, children had a lot of textbooks. The teacher who completed the course in the seminary received up to 500 rubles from Chebykin per year (Otto, 1866: 198).

After the abolition of serfdom and the Zemstvo reform, the primary education system developed even more.

**Table 1.** Number of educational institutions and students in 1862 (Bunakov, 1864: 120-121)

Department	Number of educational institutions	Students		
		Both	male	female
1) Subordinate to the ministry public education:				
Parish schools	14	500	474	26
Private schools	2	77	6	71
2) Subordinate to the ministry state property				
Rural schools	64	3331	2917	414
3) The district department:				
Rural schools	9	317	317	-
Parish schools	98	810	402	408
Private schools	5	51	36	15
4) The clergy department:				
Parish schools	1	43	43	-
Primary church schools	448	8509	7384	1125
5) Alexandrovsky orphanage	1	80	79	1
Total	642	13718	11658	2060

By 1863, the number of schools had increased even more – in Vologda province there were 664 educational institutions with 1,335 teachers (of which 26 were women) and 16310 students of which 2407 were girls (Bunakov, 1864: 117). In addition to schools officially recognized in society, there were other ways to spread literacy. In Kadnikovsky district, the peasants sent their children for literacy training to a literate person in another village, who had been teaching for many years. That man taught more than 10 boys – thus that made a whole unaccounted school. Sometimes the peasants would invite a teacher. 8–10 peasants hired a teacher for a conditional fee - usually 1–1.5 rubles for reading and about 3 rubles for teaching reading and writing (Bunakov, 1864: 122).

In 1863, there were only 3 secondary educational institutions in entire Vologda province: the provincial gymnasium, Mariinsky Women's Gymnasium and the Theological Seminary. In 1862 - 1863, 26 people completed a course of study at the provincial gymnasium, of which 19 continued their studies at universities. In Mariinsky Women's Gymnasium in 1862 there was no graduation, and in 1863 six pupils graduated from the gymnasium, 3 of them passed a special exam for the right to teach French. The graduates of the seminary are worthy of mentioning. In 1862, out of 115 graduates, 4 enrolled in the theological academy, 32 in the clergy, 7 became teachers at state

schools, 12 in civil service, 13 were engaged in private affairs and teaching, 46 remained without work, and 1 of them died (Bunakov, 1864: 124-125).

An important means for the dissemination of knowledge in Vologda was a private public library (Arsenyev and Fedoseyev), opened in the second half of 1863. The library enlisted of 1396 volumes, of which 98 – on history, 80 – on natural science, 68 – on economics, on statistics and ethnography, fiction – 1020, books of indefinite content – 130. In 1863, the library received 24 periodicals. By January 1, 1864, the library had 115 members, of which 17 were women.

**Table 2.** Distribution of members of the private public library by classes (Bunakov, 1864: 125)

Class	Number of members	
	Male	Female
Nobles and officials	73	16
Merchants	16	1
Clergy	9	-

In addition to the public library in Vologda, there was also a library at the gymnasium (5095 volumes), which was used only by teachers and students. There were also libraries in district schools at Mariinsky Gymnasium, in noble council and seminary.

## 5. Conclusion

In conclusion, we would like to note that the system of public education in Vologda province from the late 1840s to 1864 continued to develop actively. At this time, the idea of the need to teach literacy to the younger generation begins to penetrate into the consciousness of the peasantry. As a result, not only a variety of educational institutions appears, but also ways of teaching children with the help of private hiring of teachers are becoming common. The first private public library appeared in the early 1860s and it also contributed to the spread of literacy.

## References

- Bunakov, 1864 – Bunakov N. (1864). Ocherk narodnogo obrazovaniya Vologodskoi gubernii [Essay on the public education of Vologda province]. *Zhurnal ministerstva narodnogo prosveshcheniya*, 122: 117-132. [in Russian]
- Cherkasov et al., 2019 – Cherkasov A.A., Bratanovskii S.N., Koroleva L.A., Zimovets L.G. (2019). Development of School Education in the Vologda Governorate (1725–1917). Part 1. *European Journal of Contemporary Education*, 8(1): 208-214.
- Cherkasov, 2011 – Cherkasov A.A. (2011). All-Russian Primary Education (1894-1917): Developmental Milestones. *Social Evolution & history*, 2(10): 138-149.
- Dlya istorii, 1860 – Dlya istorii vologodskoi direktsii uchilishch [For the history of the Vologda school directorate]. *Pamyatnaya knizhka dlya Vologodskoi gubernii na 1860 god*. Vologda, 1860, 65-104. [in Russian]
- Ermachkov et al., 2018 – Ermachkov I.A., Koroleva L.A., Svechnikova N.V., Gut J. (2018). The Plague in the Caucasus in 1801–1815 years: Part I. *Bylye Gody*, 47(1): 120-129.
- Ermachkov et al., 2018a – Ermachkov I.A., Koroleva L.A., Svechnikova N.V., Gut J. (2018). The Plague in the Caucasus in 1801–1815 years: Part II. *Bylye Gody*, 48(2): 558-569.
- Ermachkov et al., 2018b – Ermachkov I.A., Koroleva L.A., Svechnikova N.V., Gut J. (2018). General Ermolov and His Role in the Evolution of Public Health Service in the Caucasus. *Bylye Gody*, 49(3): 1037-1045.
- Istoricheskii obzor, 1902 – Istoricheskii obzor deyatelnosti Ministerstva narodnogo prosveshcheniya. 1802-1902 [The historic overview of the activities of the Ministry of Education. 1802-1902]. Sost. S.V. Rozhdestvenskii. SPb., 1902. 840 p. [in Russian]
- Ivanov, 1879 – Ivanov A. (1879). Materialy dlya istorii zemskoi deyatelnosti po narodnomu obrazovaniyu v Vologodskoi gubernii: Sravnitel'no-statisticheskoe obozrenie po narodnomu obrazovaniyu v Vologodskom uезде za 9-letnee sushchestvovanie zemstva v gubernii [Materials for the history of zemstvo activities on public education in Vologda province: Comparative statistical review of public education in Vologda district for the 9-year existence of the zemstvo in province]. *Vologodskii sbornik*. T.1. Vologda. [in Russian]

[Kobakhidze, 2015](#) – *Kobakhidze E.I.* (2015). Zakonodatel'stvo 1840–1870-kh gg. v oblasti obrazovaniya kak faktor integratsii kavkazskoi shkoly v rossiiskuyu sistemu narodnogo prosveshcheniya [The legislation of 1840-1870-ies in the sphere of education as a factor of integration of the Caucasian school in the Russian system of public education]. *Istoricheskie, filosofskie, politicheskie i yuridicheskie nauki, kul'turologiya i iskusstvovedenie. Voprosy teorii i praktiki*, 10. Ch. 3. pp. 87-90. [in Russian]

[Kodrlé, 2016](#) – *Kodrlé S.V.* (2016). Chastnaya shkola dorevolutsionnoi Rossii kak kul'turno-istoricheskii i obshchestvennyi fenomen [The private school of pre-revolutionary Russia as a cultural, historical and social phenomenon]. *Aktual'nye problemy gumanitarnykh i estestvennykh nauk*, 8-2: 129-133. [in Russian]

[Kolos, 2015](#) – *Kolos L.N.* (2015). Razvitie nachal'nogo zhenskogo obrazovaniya v Vologodskoi gubernii vo vtoroi polovine XIX – nachale XX veka [The development of primary female education in the Vologda province in the second half of the XIX – early XX centuries]. Vologda. [in Russian]

[Kornilova et al., 2016](#) – *Kornilova, I.V., Magsumov, T.A., Shakirov, R.R.* (2016). Female teachers training in educational grades of women's gymnasia in kazan in the last third of the XIX - Early XX centuries. *European Journal of Contemporary Education*. 16(2): 217-228.

[Magsumov et al., 2018](#) – *Magsumov, T.A., Artemova, S.F., Ustinova, O.V., Vidishcheva, E.V.* (2018). Public education system in the Caucasus region in the 1850s: Unification and regulation of educational process. *European Journal of Contemporary Education*. 7(3): 598-607.

[Natolochnaya et al., 2018](#) – *Natolochnaya, O.V., Miku, N.V., Zulfugarzade, T.E., Médico, A.* (2018). Highland schools in the Caucasus: Historical background. *European Journal of Contemporary Education*. 7(3): 608-614.

[Otto, 1866](#) – *Otto N.* (1866). Uchilishcha i gramotnost' v Vologodskoi gubernii do otkrytiya gimnazii [Vocational schools and literacy in the Vologda province before the opening of the gymnasiums]. *Zhurnal ministerstva narodnogo prosveshcheniya*, 10: 1-198. [in Russian]

[Peretyatko, Zulfugarzade, 2017](#) – *Peretyatko, A.Y., Zulfugarzade, T.E.* (2017). Project of reforms proposed for the don public education in the first half of 1860: A.M. Dondukov-Korsakov, Kh.I. Popov, N.I. Krasnov. *European Journal of Contemporary Education*. 6(4): 817-829.

[Peretyatko, Zulfugarzade, 2017a](#) – *Peretyatko, A.Y., Zulfugarzade, T.E.* (2017). Higher and secondary education of the don cossacks in the context of the epoch: The time of the great reforms. *European Journal of Contemporary Education*. 6(2): 367-377.

[Popov, 1885](#) – *Popov E.A.* (1885). Svyatitel' Stefan Velikopermskii [St. Stefan Wielkopermsky]. Perm'. [in Russian]

[Shevchenko et al., 2016](#) – *Shevchenko N.A., Vidishcheva E.V., Emelyanova O.V.* (2016). The Establishment of the System of Public Education in the Caucasus (1802–1917 years): the Characteristic Features. *Bylye Gody*, 40(2): 363-372.

[Shevchenko et al., 2016](#) – *Shevchenko, N.A., Vidishcheva, E.V., Emelyanova, O.V.* (2016). The establishment of the system of public education in the Caucasus (1802-1917 years): The characteristic features. *Bylye Gody*. 40(2): 363-372.

[Sukhomlinov, 1865](#) – *Sukhomlinov M.I.* (1865). Materialy dlya istorii obrazovaniya Rossii v tsarstvovanie imperatora Aleksandra I [Materials for the history of education of Russia in the reign of Emperor Alexander I]. SPb. [in Russian]

[Vorotnikova, 2015](#) – *Vorotnikova N.S.* (2015). Istoricheskii opyt nachal'nogo obrazovaniya v derevne Vologodskoi gubernii vo vtoroi polovine XIX – nachale XX veka [The historical experience of primary education in the village of the Vologda province in the second half of the XIX – early XX centuries]. Vologda. [in Russian]

[Vorotnikova, 2015](#) – *Vorotnikova N.S.* (2015). Ustroistvo sel'skogo obrazovaniya v zemskikh shkolakh vologodskoi gubernii vo vtoroi polovine XIX – nachale XX veka [The device of rural education in Zemstvo schools of the Vologda province in the second half of the XIX – early XX centuries]. *Vestnik Cherepovetskogo gosudarstvennogo universiteta*, 8(69): 118-121. [in Russian]

[Vorotnikova, 2016](#) – *Vorotnikova N.S.* (2016). Istochnikovedcheskii analiz nachal'nogo obrazovaniya v derevne Vologodskoi gubernii vo vtoroi polovine XIX – nachale XX veka [The source analysis of primary education in the village of the Vologda province in the second half of the XIX – early XX centuries]. *Sovremennaya nauka: aktual'nye problemy teorii i praktiki. Seriya: Gumanitarnye nauki*, 7: 11-18. [in Russian]