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## The Development of the School Education System in Vologda Governorate (1725–1917). Part 4

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### Abstract

This paper examines the origination and development of the school education system in Vologda Governorate in the period 1725–1917. This part of the set covers the period 1900–1917.

The authors drew upon a set of works covering pre-revolutionary pedagogy, as well as a pool of contemporary Russian scholarly literature.

In conducting the research reported in this paper, the authors employed both general methods of research, including concretization and summarization, and traditional methods of historical analysis. Use was made of the historical-situational method to explore particular historical facts in the context of the era under study in conjunction with various neighboring events and facts.

The authors conclude by noting that from 1900 to 1916 Vologda Governorate enjoyed a period of dynamic development in its public education sector, which had been facilitated by the nationwide process of preparation for the institution of compulsory education. The number of educational institutions in the region had reached as many as 2,000, with significant gains achieved in the quality of the education system as well. In addition to the focus on setting up new educational institutions, considerable attention was devoted to building new schools, ensuring better pay and working conditions for teachers, and preparing the region's teaching workforce. Despite the complex geographical conditions, namely the region's large relatively lowly populated land mass, the Ministry of Public Education had sought to institute compulsory primary education throughout Vologda Governorate by 1920. To do it justice, these plans were being systematically

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put into effect. As early as 1914, nearly 75 % of the region's school-age children attended school. The bulk of the region's out-of-school children were accounted for by peasant girls whose parents viewed education as being of little use to a female in the countryside.

**Keywords:** public education, Russian Empire, Vologda Governorate, schools, teachers, gymnasia.

### **1. Introduction**

The first educational institutions in Vologda Governorate were established back in the 14<sup>th</sup> century. A prominent figure in this respect is Saint Stephen, the Apostle and Enlightener of Perm, who preached Christianity among local pagans (Popov, 1885: 40). In an effort to reinforce Christianity among the people, Saint Stephen undertook to establish a series of schools at the churches. He personally provided to children instruction in the Prayer Book and other church books (which had been translated into the Zyryan language).

However, after Saint Stephen's death writing in Zyryan would exist in the Perm region for only 100 years or so. It would eventually fade into oblivion, mainly due to pastors switching from Zyryan to the Slavic language. School education in the region would be resumed only under Peter the Great. This, fourth, part of the set is focused on the development of the public education system in Vologda Governorate in the period from 1900 to 1917.

### **2. Materials and methods**

The authors drew upon a set of works covering pre-revolutionary pedagogy, as well as a pool of contemporary Russian scholarly literature.

In conducting the research reported in this paper, the authors employed both general methods of research, including concretization and summarization, and traditional methods of historical analysis. Use was made of the historical-situational method to explore particular historical facts in the context of the era under study in conjunction with various neighboring events and facts.

### **3. Discussion**

The history of public education in Vologda Governorate has been a subject of continued interest among researchers in the history of pedagogy. Initially, the topic was studied in the context of the history of Orthodox Christianity – more specifically, the activity of St. Stephen of Perm in the 14<sup>th</sup> century. This was explored by researchers E.A. Popov (Popov, 1885) and N.K. Otto (Otto, 1866). The subject was also dwelt upon in the work 'On the History of the Vologda School Directorate' (Dlya istorii, 1860).

During the reign of Peter the Great, Russia launched the process of setting up educational institutions across the country. This involved the establishment of numerical schools and theological seminaries, all kinds of small and large schools, gymnasia, and district schools. The subject of public education in Vologda Governorate in the pre-revolutionary period was explored by researchers N.F. Bunakov (Bunakov, 1864) and A. Ivanov (Ivanov, 1879). It was also discussed in 'A Historical Survey of the Activity of the Ministry of National Education, 1902–1902' (Istoricheskii obzor, 1902).

In the modern period, the history of education in Vologda Governorate has been explored by researchers N.S. Vorotnikova (Vorotnikova, 2015; Vorotnikova, 2015a; Vorotnikova, 2016), L.N. Kolos (Kolos, 2015), A.A. Cherkasov (Cherkasov et al., 2019; Cherkasov et al., 2019a; Cherkasov et al., 2019b), and others. At the same time, issues of education in other, central and southern, provinces of the Russian Empire are currently a subject of active research as well (Peretyatko, Zulfugarzade, 2017; Peretyatko, Zulfugarzade, 2017a; Kornilova et al., 2016; Natolochnaya et al., 2018; Magsumov et al., 2018; Shevchenko et al., 2016).

### **4. Results**

Based on the nation's first Census, in 1897 Vologda Governorate had 191 literate individuals per every 1,000 residents, or 19.1 % of its population (Uspenskii, 1914: 4). By 1900, exclusive of children below the age of nine, the figure rose to 30 % (Cherkasov et al., 2019b: 635). With the performance of the public education system regarded as lacking, on May 3, 1908 the government

made the decision to ramp up funding for the primary education system – with a view to instituting compulsory primary education across the nation within a 10-year period. Vologda Governorate was among the 33 governorates (a total of 122 zemstvos) which immediately set to work on implementing the project. From 1908 to October 1, 1910, the government allocated toward compulsory primary education in Vologda Governorate 164,970 rubles and established 423 new school units (each unit numbering 50 students)\* (*Podgotovitel'nye raboty...*, 1911: 52-53). Table 1 illustrates the state of affairs in the region's public education sector in the period 1899–1915.

**Table 1.** Total Educational Institutions in Vologda Governorate in the Period 1899–1915 (*Pamyatnaya knizhka*, 1899: 9; *Ezhegodnik*, 1914: 22)

Year	Total educational institutions	Total students	Average number of students per educational institution
1899	1,046	47,445	45.3
1902	1,628	62,340	38.2
1903	1,361	62,857	46.1
1904	1,491	65,349	43.8
1905	1,478	62,535	42.3
1906	1,490	63,941	42.9
1907	1,355	63,139	46.5
1908	1,529	71,374	46.6
1910	1,705	80,113	46.9
1911	1,837	84,623	46.0
1912	1,921	92,649	48.2
1915	1,917	94,437	49.2

As evidenced from Table 1, by 1915 the school system in Vologda Governorate essentially had reached the required value of a single school unit numbering 50 students. However, in 1915 the region began to witness a slight decline in schools, which was associated with school buildings being used during that time as hospitals throughout the Russian Empire.

In the first three years of implementation of the program (1907–1910), nearly a third of all the work on establishing new schools was completed. A large number of designated buildings were erected for the schools; buildings were erected not only for newly established schools but also for any school that had rented a building or had used a deteriorated one of its own. What is more, state funding made it possible to build stone and brick school buildings in zemstvos where they had never built anything but wooden buildings. Changes were implemented in teacher pay as well. To be specific, whereas prior to the decision on instituting compulsory primary education teachers were paid no more than 20–25 rubles per month, the figure now was 30 rubles per month (*A.Ch.*, 1913: 70).

Just like in previous periods, the majority of public schools in the region were run by the Ministry of Public Education and the Department of Religious Affairs. Table 2 provides a comparison of figures between the two in the period 1899–1913.

As evidenced from Table 2, the early 20<sup>th</sup> century witnessed a continual decline in parochial schools and grammar schools, whereas there was a multifold rise in schools run by the Ministry of Public Education.

As at January 1, 1913, the number of primary schools under the Ministry of Public Education alone was 1,116, of which 53 were urban and 1,063 were rural schools (*Uspenskii*, 1914: 5). There were no private educational institutions in Vologda Governorate at the time. There were 704 parochial schools (one-class and two-class) by January 1, 1912. By 1913, grammar schools ceased to be included in the school network and were no longer entitled to state funding for teachers. Therefore, as the school network was developing, the number of these schools continually declined, starting in 1909. To be specific, as at academic year 1912-13 the number of these schools in Vologda Governorate was 40,

\* Typically, one school unit was synonymous with one school, considering that Vologda Governorate was a lowly populated region.

an increase of 12 on the previous academic year. Note that some of the neighboring governorates (e.g., Olonets Governorate) had no such schools at all (Uspenskii, 1914: 5-6).

**Table 2.** Total Schools under the Ministry of Public Education and under the Department of Religious Affairs in Vologda Governorate in the Period 1899–1913 (Pamyatnaya knizhka, 1899: 9-10; Losev, 1912: 53-54; Ezhegodnik, 1914: 22)

Year	Ministry of Public Education	Department of Religious Affairs
1899	272	756*
1910	777	784
1911	868	769
1912	1,009	741
1913	1,116	726

A key issue that persisted was school buildings. During that period, 264 schools in Vologda Governorate had a building of their own, and 852 schools were leasing a property (Uspenskii, 1914: 6). Most leased buildings were not perfectly suitable for the learning process. This especially was the case in rural areas, where it typically was done at leased peasant houses, most of which were simply not suited for use as a school. To combat this issue, in certain districts within the governorate the zemstvo provided peasants with subsidies toward the lease of buildings for educational purposes.

Suited best as a school's own building were new properties that were warm, light-filled, and spacious and had extra rooms for the night accommodation of students from remote villages in case of inclement weather.

The state of affairs regarding housing was better with the region's parochial schools. To be specific, in 1913 all three of the region's two-class schools had buildings of their own with teacher apartments in them; out of the region's 380 one-class schools, 286 had buildings of their own (74 %) and 361 had teacher apartments in them (Uspenskii, 1914: 11).

Certain schools, both among those under the Ministry of Public Education and among those under the Department of Religious Affairs, had hostels and lodging-houses for students from remote villages. They, for the most part, used these during spring or fall mud seasons and in times of hard frost or snowfall.

A key issue related to education accessibility was the remoteness of schools in the region – the less a student had to walk to the school, the less frequently would they cut class. The 1911 School Census revealed that around 50 % of all students in the region had to walk less than 1 kilometer to get to the school, 29 % – between 1 and 2 kilometers, 10% – between 2 and 3 kilometers, and 8.5 % – over 3 kilometers (Uspenskii, 1914: 13).

It is now time to say a few words about the region's teaching workforce. Female teachers in rural schools within the Saint Petersburg Educational District in 1880 accounted for 24.5 %, in 1894 – 39.1 %, in 1911 – 63.1 %, and in 1913 – 66.3 % (Uspenskii, 1914: 15). In Vologda Governorate the figure was even higher – 71.6 %. Age-wise, the 1880 School Census revealed that the region's teaching workforce was very young, with male teachers older than 40 accounting for just 8.5 %. By 1911, the figure rose to 14 %. While in 1880 female teachers older than 40 accounted for just 3.3 %, in 1911 the figure now was 6.7 %. The highest percentage of young male and female teachers (no older than 25) was recorded in grammar schools, parochial schools, and zemstvo schools. The highest percentage of male teachers older than 40 was recorded in urban, social, parish, industrial, factory, and railroad schools; the highest percentage of female teachers older than 40 was recorded in urban, social, and private third-rate schools.

Based on the 1911 Census, male teachers with a higher education accounted for 0.4 %, and female teachers – for 9.3 %; male teachers with a secondary education accounted for 58.6 %, and female teachers – for 57.6 %; male teachers with an education below secondary accounted for 40.6 %, and female teachers – for 32.4 %. Male teachers whose education level it was not possible to determine accounted for 0.4 %, and female teachers for 0.7 % (Uspenskii, 1914: 16). The average male teacher pay in Vologda Governorate was 359 rubles per year, and the average female teacher

\* Of these, there were 441 parochial schools and 315 grammar schools.



pay was 320 rubles per year. Teacher pay was somewhat lower in parochial schools and grammar schools. To be specific, in 1911 in parochial schools the average male teacher pay was 290 rubles per year, and the average female teacher pay was 310 rubles per year. In grammar schools, male teachers were paid an average salary of 127 rubles per year, and female teachers – 137 rubles per year (Uspenskii, 1914: 16).

The average instructor pay in zemstvo schools with compulsory education was 360 rubles per year. Some zemstvos paid instructors an extra 30–60 rubles per year for a period of five years. In schools where education was not compulsory, instructors were paid around 300 rubles per year.

The Totma Teacher's Seminary was long the only teacher training institution in Vologda Governorate. Subsequent to the government's adoption of the policy of instituting compulsory primary education, there was a sharp increase in the need for instructors. As a result, in 1910 the authorities brought into operation the Nikolsk Male Teacher's Seminary, and in 1911 – the Ustyug Female Teacher's Seminary (Losev, 1912: 118).

Based on the 1911 School Census, during that time Vologda Governorate had 1,647 educational institutions (against a population of 1,651,200). Thus, there was one school per every 1,003 residents. As was the case with many of the central governorates in European Russia, the region's schools were characterized by a gender imbalance. To be specific, the region's schools under the Ministry of Public Education numbered 38,087 boys and 15,114 girls (Uspenskii, 1914: 20). The region's parochial schools numbered 18,966 boys and 7,475 girls (Uspenskii, 1914: 21).

Almost all of the region's primary schools had libraries in them, which typically comprised two major sections: (1) the teacher's section, which stored instructional resources for teaching primary school subjects; (2) the student's section, which stored books for extracurricular reading. Some teacher's sections carried periodicals as well. Note, however, that, most of the time, the student's section in the region's libraries was unable to meet student demand for books, as there were not enough books to accommodate the growing needs of students.

According to the 1911 Census, in the Saint Petersburg Educational District, which incorporated Vologda Governorate as well, one-class schools with a three-year period of study accounted for 73.9 %, and those with a longer period of study – for over 25 %. More specifically, out of the 8,256 schools across the six governorates within the educational district, there were 6,103 schools with a three-year period of study, 1,709 schools with a four-year period of study, 208 schools with a five-year period of study, and 215 schools with a six-year period of study and up (Uspenskii, 1914: 27).

One-class primary schools taught Scripture, reading, writing, and counting. Two-class primary schools, apart from the subjects listed previously, provided instruction also in history, geography, and geometric drawing. This much material was more than enough for those pursuing a three-, four-, or five-year period of study in a one-class school. However, a need was felt in rural society for crafts knowledge. The authorities undertook to meet this need by putting in place crafts courses. In Vologda Governorate, crafts departments and handicraft classes were established in 1912 in 47 schools. Girls were taught handicraft in many parochial schools as well. To be specific, in Vologda Governorate handicraft was taught in 133 parochial schools. The number of those attending this class at the time had reached 3,170. Female teachers provided instruction in handicraft mostly free of charge. The class involved knitting belts, mittens, and stockings, embroidering towels and tray-cloths on canvas, learning to darn stockings, repair clothing, and sew linen, and cutting and sewing dresses (Uspenskii, 1914: 34-35).

Following the Russo-Japanese War, Russian society witnessed an upsurge in patriotic sentiment, which was reflected in an increase in the number of so-called “toy regiments” (Molchanova et al., 2013). During the First World War the patriotic moods of youth reflected in the widescale volunteer movement (Cherkasov et al., 2016).

The state's solicitude for physical education was reflected in the focus on not only promoting play and gymnastics among students but on teaching them military drill. Training learners in gymnastics required a new well-prepared teaching workforce, for this was mainly done by retired soldiers, non-commissioned officers, and other persons without pedagogical training. In Vologda Governorate, gymnastics and drill were taught mainly in urban parish and ministerial schools by visiting instructors who were paid a special salary. In primary zemstvo schools, gymnastics was taught only where the zemstvo provided the funding for the hire of instructors. Gymnastics and drill were taught in parochial schools.

By 1912, out-of-school education was provided in the Saint Petersburg Educational District in an inconsistent fashion. This included public readings and free-access libraries. In Vologda Governorate, public readings with the use of a projector were provided in 242 schools under the Ministry. There were a total of 1,299 public readings, with an audience of 92,411. Thus, public readings were provided in nearly a quarter of the region’s primary schools, with each school drawing an average of 381 listeners and each reading drawing an average of 71 listeners (Uspenskii, 1914: 45). Readings were held in the governorate’s parochial schools too. During the 1912/1913 academic year, readings were organized in 383 parochial schools. Church-based schools held readings on Sundays and holidays, or in the evenings, with projectors employed to display the learning material. A typical reading began, was interspersed, and ended with prayer and chanting. It may be of interest to examine the period’s system of evening and Sunday classes for adults through the example of the city of Vologda. Officially, the course was launched in Vologda on September 18, 1911. The classes were funded by the listeners at a rate of 50 kopecks for males and 25 kopecks for females. These funds covered all the key costs associated with running the class (e.g., rent, heat, and light). Initially, the course drew 160 learners; but, subsequently, 53 of them stopped attending it due to lack of time, in part on account of increased travel time. Consequently, the remaining number of students was 107, with 93 of these being males and 14 females (Losev, 1912: 34). The learners’ age ranged from 17 (the youngest age one was allowed to enroll) to 50. The overwhelming majority of the students (99) were Orthodox Christians, with the rest (8) representing other faiths. The course’s classes were held four times a week: on Tuesdays, Thursdays, and Saturdays from 8:30 p.m. to 10:55 p.m. (three lessons, each 45 minutes long, with two 10-minute breaks); on Sundays from 1:00 p.m. to 4:00 p.m. (four lessons). There were a total of 29 lessons per week. There were three groups of students, with the course having an attendance of 50–70 students per day. Note that in this amount of time the institution typically managed to cover the entire program of study of urban schools, with the instruction method involving lectures and reinforcing discourses about the material covered. In addition, the institution taught methods to maintain a book of accounts in accounting class (Losev, 1912: 35).

In Vologda Governorate, free-access public libraries were in place in 523 primary schools, with a combined book-stock of around 282,000 volumes, a combined membership of over 30,000 subscribers, and a combined total of around 223,000 volumes issued (Uspenskii, 1914: 48).

It is now time to examine some of the key areas in which Vologda Governorate’s public education system achieved success during the period under study. Below is a detailed summary on this as at 1912 (i.e., this covers the results from the first five years since the passage of the law of May 3, 1908).

**Table 3.** State of Affairs in the Public Education Sector in Vologda Governorate as at 1912 (Losev, 1912: 54)

District	Total public schools			Area, km	Population	One school per every	
	Ministry of Public Education	Department of Religious Affairs	Total			square kilometers	residents
Vologodsky	132	81	213	5,306	211,434	25	992
Gryazovetsky	83	76	159	6,901	125,000	43	784
Velsky	81	67	148	21,219	127,859	145	864
Ustyugsky	89	82	171	14,912	173,877	87	1,017
Solvychegodsky	83	73	156	37,253	147,680	238	946
Kadnikovsky	107	89	196	14,500	215,139	74	1,097
Totemsky	118	77	195	20,489	176,871	105	1,133
Nikolsky	163	79	242	32,401	291,445	134	1,204
Ust-Sysolsky	108	54	162	148,775	114,000	918	173
Yarensky	45	63	108	51,005	62,737	473	581
Governorate total	1,009	741	1,750	353,349	1,649,900	202	943

Comparatively not much was needed to institute compulsory primary education in the governorate (Table 4).

**Table 4.** Total Schools and School Units Required to Institute Compulsory Primary Education in Vologda Governorate as at 1912 (Losev, 1912: 55)

District	Total schools	Total school units
Vologodsky	22	84
Gryazovetsky	33	-
Velsky	3	85
Ustyugsky	78	152
Solvychegodsky	-	54
Kadnikovsky	43	65
Totemsky	17	112
Nikolsky	83	239
Ust-Sysolsky	11	41
Yarensky	16	43
Governorate total	351	between 850 and 1,000

The introduction of compulsory education was to take place before 1920 (inclusive). However, there were fears that in certain districts (e.g., Ust-Sysolsky and Solvychegodsky) the measures undertaken would still not result in achieving the objective, considering that the areas were large but lowly populated. The only solution was to have in place an entire network of hostels and lodging-houses at the schools.

Note that in 1912 far from all children of school age (8–11) in the region attended school. Based on reports by public school inspectors, in 1912 out of the region’s 143,508 children of school age, 47,717 attended the schools of the Ministry of Public Education, 27,872 attended the schools of the Department of Religious Affairs, and 66,919 did not attend any school. Out-of-school children accounted for 47 % (Losev, 1912: 71).

Given that the law of May 3, 1908 required that each school unit number 50 students, it is obvious that in 1912 there was a need for at least an additional 1,338 units in order to institute compulsory primary education. The bulk of the region’s out-of-school children were accounted for by girls. This was explained by simple peasant logic: boys were supposed to serve in the army, hold some kind of an office, work in harvesting, etc., while girls were supposed to keep the house in the countryside, where, supposedly, they could well do without schooling. The problem was compounded by the fact that there hardly were in place any hostels and lodging-houses for girls.

In 1913, in light of the establishment of new schools, the situation started to improve, with the need for new school units decreasing by nearly half, down to just 600 units (Ezhegodnik, 1914: 22). That is, by January 1, 1914 the number of schoolchildren in the governorate had to be no less than 100,000. With the start of World War I, the figure started to decrease, and by 1915 it totaled 94,500 students. Thus, there is reason to believe that as at January 1, 1914 Vologda Governorate’s schools were attended by nearly 75 % of its children of school age.

Note that the provision of funding toward primary education in the Russian Empire continued into the early years of World War I. Even in 1916 funding continued to increase – however, the rate at which it increased was now a lot lower than before. The first area to be affected by the war was the nation’s teaching workforce, with a significant number of teachers being called up to join the army or doing so of their own accord. In an attempt to prevent the disruption of the pedagogical process, the Ministry of Public Education undertook to establish an institution of teacher fill-ins. In the conditions of 1916, the Ministry set the objective of preparing the required number of instructors with a view to instituting compulsory primary education in the Russian Empire right after the end of World War I.

Prior to 1912, the Empire had 20 teacher’s institutes and 98 teacher’s seminaries and schools (Iz «Ob"yasnitel'noi zapiski...», 1916: 159). Due to continued shortages of teaching personnel to

staff newly established schools, in the following years the government undertook to set up new educational institutions for teachers. To be specific, in the period 1912–1915 the authorities established an additional 23 teacher's institutes (in 1912 – 6, in 1913 – 6, in 1914 – 6, and in 1915 – 5) and an additional 70 teacher's seminaries (in 1912 – 14, in 1913 – 15, in 1914 – 21, and in 1915 – 20) (Iz «Ob"yasnitel'noi zapiski...», 1916: 159). Despite the more than significant increase in the number of teachers, it still was not enough to accommodate the needs of compulsory primary education. As a result, in 1916 the Ministry undertook to set up five new teacher's institutes and 25 new teacher's seminaries (Iz «Ob"yasnitel'noi zapiski...», 1916: 160). All of the teacher's institutes were for males – there were none for females. In 1916, the Ministry of Public Education brought forward a plan for establishing female teacher's institutes for consideration by the Council of Ministers. What is more, in 1916 the Ministry undertook to work out a draft law on establishing an additional 93 teacher's seminaries in commemoration of the 300<sup>th</sup> anniversary of the reign of the House of Romanov (Iz «Ob"yasnitel'noi zapiski...», 1916: 160-161).

Along with setting up new teacher's seminaries, the Ministry had also sought to put in place, where possible, permanent pedagogical courses for training primary school teachers. During that time, there were 149 two-year and three-year courses of this kind in place (Iz «Ob"yasnitel'noi zapiski...», 1916: 160).

In the period 1912–1915, the Ministry was provided with a special government loan. During that time, it received 25,000,000 rubles toward the purpose of instituting compulsory primary education and 46,416,000 rubles for school construction purposes (Iz «Ob"yasnitel'noi zapiski...», 1916: 165). These funds were used to establish over 20,000 school units, with more schools built to accommodate an additional 20,172 school units. Of note is the way these funds were distributed: in 1912, nine million was allocated toward the purpose of instituting compulsory education, and 10 million toward school construction purposes; in 1913, it was 10 million and 14 million; in 1914, it was three million and 12,416,000; in 1915, it was three million and 10 million (Iz «Ob"yasnitel'noi zapiski...», 1916: 165). In analyzing the statistical data, it is worth remembering that World War I began for Russia quite suddenly, which means that the 1914 budget must have been based on the plans of the Ministry of Public Education and that the slashing of funding for compulsory education in 1914 was not associated with military action but was the result of implementing a pre-established plan. This is also substantiated by the fact that in 1915 compulsory education was funded at the 1914 level. So, why were the authorities so keen on funding school construction work? Here is why –by January 1, 1913, 75 % of the region's schools were housed in buildings that were in an unsatisfactory condition (Ezhegodnik, 1914: 22), which may have been the case across much of the Russian Empire.

By July 1, 1915, the Ministry of Public Education entered into an agreement on instituting compulsory education with 414 district zemstvos and 334 cities, with school networks and financial plans developed for 96 districts in non-zemstvo areas. Among the district zemstvos, which began to develop school networks earlier than the rest of the areas, 15 zemstvos had already finished prep work, providing the population with the required number of schools, with the same result achieved by 33 cities. One gubernial (Voronzhesh) and two district (Nizhny Novgorod and Sterlitamak) zemstvos filed a petition with the Ministry asking for compulsory education to be instituted (Iz «Ob"yasnitel'noi zapiski...», 1916: 165). Thus, in certain regions of Russian Empire the local authorities were ready to institute compulsory education during World War I already.

## **5. Conclusion**

From 1900 to 1916, Vologda Governorate enjoyed a period of dynamic development in its public education sector, which had been facilitated by the nationwide process of preparation for the institution of compulsory education. The number of educational institutions in the region had reached as many as 2,000, with significant gains achieved in the quality of the education system as well. In addition to the focus on setting up new educational institutions, considerable attention was devoted to building new schools, ensuring better pay and working conditions for teachers, and preparing the region's teaching workforce. Despite the complex geographical conditions, namely the region's large relatively lowly populated land mass, the Ministry of Public Education had sought to institute compulsory primary education throughout Vologda Governorate by 1920. To do it justice, these plans were being systematically put into effect. As early as 1914, nearly 75 % of the region's school-age children attended school. The bulk of the region's out-of-school children were



accounted for by peasant girls whose parents viewed education as being of little use to a female in the countryside.

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