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## The System of Public Education in Volyn Governorate in the Period 1796–1917. Part 2

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

<sup>a</sup> Cherkas Global University, Washington, DC, 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 the RAS, Moscow, Russian Federation

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

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

### Abstract

This work explores the system of public education in Volyn Governorate in the period 1796–1917. This part of the work examines the timeframe 1886–1900. Use was made of the Memorandum Books for Volyn Governorate for the period 1889–1901, which contain information about the numbers of educational institutions and students in the region. In terms of educational institutions, the books contain data pertaining not only to schools under the purview of the Ministry of Public Education but also institutions run by the Ecclesiastical and other departments. Normally, the publishing of data on schools other than those under the purview of the Ministry of Public Education took place when the network of schools run by the Ministry lacked development.

The authors' conclusion is that the system of public education in Volyn Governorate in the period 1886–1900 continued to develop in the light of the incorporation of this region into the Russian Empire. The region had large German and Jewish communities, which set up ethnic schools offering a mother tongue curriculum in competition with the region's ethnic Russian schools. The period under examination was a particularly vibrant one for the region's lower educational institutions, especially those in the countryside, where the number of educational institutions increased 11 times, making the countryside a center for workforce training. Overall, the period 1885–1900 was a time when primary and lower education became accessible to virtually all residents in the governorate, including in its capital, uyezdz cities, and countryside.

\* Corresponding author

E-mail addresses: [a.cherkasov@cherkasgu.net](mailto:a.cherkasov@cherkasgu.net) (A.A. Cherkasov)

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### 1. Introduction

Volyn Governorate was established in 1796 following the third partition of Rzeczpospolita. At that time, the governorate had in place a public education system of its own. As of 1789, the region had the following types of school in operation: Kremenets academic schools (6 teachers; 463 students); Lutsk subdistrict schools (3 teachers; 144 students); Olika subdistrict schools (6 teachers; 54 students); Vladimir subdistrict Basilian schools (4 teachers; 102, students); Ovruch Basilian schools (4 teachers; 192 students); Zhitomir academic schools (519 students); Liubar Basilian schools (353 students); Mezhirechye schools (300 students). Volyn had a combined student body of 2,386 students (*Istoriya imperatorskogo...*, 1884: 7-8). Instruction in those schools was provided by members of the following Catholic religious orders: Jesuits – in Lutsk, Kremenets, Ostrog, Zhitomir, and Ovruch; Basilians – in Vladimir and Liubar; Piarists – in Dubrovitsa and Mezhirechye.

This part of the work is focused on the timeframe 1886–1900.

### 2. Materials and methods

In terms of source material, use was made of the Memorandum Books for Volyn Governorate for the period 1889–1901, which contain information about the numbers of educational institutions and students in the region. In terms of educational institutions, the books contain data pertaining not only to schools under the purview of the Ministry of Public Education but institutions run by the Ecclesiastical and other departments as well. Normally, the publishing of data on schools other than those under the purview of the Ministry of Public Education took place when the network of schools run by the Ministry lacked development.

In terms of methods of enquiry, use was made of the statistical and chronological methods. The use of the statistical method helped gather and collate raw data on the region's educational institutions and students (including the student body's gender composition). The use of the chronological method helped examine the study's topic in chronological sequence. This helped identify some of the key characteristics of the development of the system of public education in Volyn Governorate and analyze some of its key weaknesses.

### 3. Discussion

Surprisingly, up to now the system of public education in prerevolutionary Volyn Governorate has never been the subject of independent research, although attempts to explore it have been made. The first such attempt was undertaken in 1851, as part of an effort by a special commission at the University of St. Vladimir to generate statistical descriptions of education in governorates within the Kiev Educational District – Kiev, Volyn, Podolia, Poltava, and Chernigov (*Plan...*, 1851). There were plans to devote a section of the publication to the history of the system of public education in Volyn Governorate, but they never materialized.

In 1859, the Military Department released the Military-Statistical Survey of the Russian Empire. The publication's Volume 10 carried statistics on the system of public education in Volyn Governorate (*Voенно-статистическое обозрение*, 1859), with a significant focus on ecclesiastical education in the region, the educational contribution of its monasteries, and its system of secular education.

Some statistics on education in Volyn Governorate are also available in works on the history of certain educational institutions. Specifically, quite a large amount of statistical information was provided in a work by N.I. Teodorovich exploring the history of Volyn Ecclesiastical Seminary (*Teodorovich*, 1901) and a work by M.F. Vladimírsky-Budanov investigating the history of the University of St. Vladimir (*Istoriya imperatorskogo...*, 1884). An attempt to provide an account of the region's system of public education was undertaken in the prerevolutionary period by a schoolteacher named N. Oleinichenko. However, the work, published as part of the 1899 Memorandum Book for Volyn Governorate, contains very little analysis, covering only some of the aspects of the region's education system (*Oleinichenko*, 1899: 55-76).

During the Soviet period, the topic did not become the subject of dedicated research either. This must have been associated with ideological reasons, for it may have been believed that the

Russian Empire's achievements in the area of public education would not comport well with the Soviet tenet about a significant portion of Russia's population being illiterate during the prerevolutionary period.

The topic of public education in the Russian Empire began to gain wider attention during the contemporary period, with historical-statistical research studies appearing on virtually all educational districts in the Russian Empire providing information on the numbers and quality of educational institutions and the student body, including its gender, religious, ethnic, and estate composition. The largest amount of research has been conducted so far on areas within the Caucasus Educational District, including Kars Oblast (Magsumov et al., 2020; Magsumov et al., 2020a), Stavropol Governorate (Natolochnaya et al., 2020; Natolochnaya et al., 2020a; Natolochnaya et al., 2020b), and Black Sea Governorate (Cherkasov et al., 2020; Cherkasov et al., 2020a). Among the areas within the Vilna Educational District, research has been conducted on Vilna Governorate (Natolochnaya et al., 2019; Natolochnaya et al., 2019a; Natolochnaya et al., 2020c), and among those within the Orenburg Educational District – on Orenburg Governorate (Magsumov, Zulfugarzade, 2020; Magsumov et al., 2020).

#### **4. Results**

By 1885, the region's network of educational institutions was comprised of 8 secondary institutions, 28 lower schools, and 1,515 primary schools. The region's 1,551 educational institutions, which included secular, ecclesiastical, private, and ethnic schools, had a combined enrollment of 47,253 students (Cherkasov et al., 2021: 795).

##### **Secondary educational institutions**

As of 1888, Volyn Governorate had 10 secondary educational institutions: 2 gymnasia (a male one and a female one), 2 male progymnasia, 1 real school, 2 first-rate educational institutions (modeled after the gymnasium), 1 teacher's seminary, and 2 ecclesiastical seminaries. Half of the educational institutions were located in the capital (the city of Zhitomir), and the rest were located in the uyezd cities. There were no secondary educational institutions in the uyezds. The following schools were located in the capital: 2 gymnasia, 1 male progymnasium, 1 Roman Catholic ecclesiastical seminary, and 1 private educational institution. The following schools were located in the uyezd cities: 1 real school, 1 Orthodox Christian ecclesiastical seminary, 1 male progymnasium, 1 teacher's seminary, and 1 first-rate private educational institution (Pamyatnaya knizhka, 1889: 64-65).

It is to be noted straightaway that the role of first-rate private educational institutions in the region was rather nominal, as they were attended by a small number of students. Specifically, the male private educational institution in Zhitomir had an enrollment of just 12 boys, while the female private educational institution in an uyezd city was attended by 35 girls only (Pamyatnaya knizhka, 1889: 64-65). Only two of the region's secondary educational institutions were attended by girls (the female gymnasium in Zhitomir and the female private educational institution in an uyezd city). Zhitomir had a combined student body of 1,248 (387 girls), while the uyezd cities had a combined student body of 966 (just 35 girls) (Pamyatnaya knizhka, 1889: 64-65). As evidenced by the figures, while in 1888 the numbers of students in the capital and in the uyezd cities were more or less comparable, the regions had a relatively negligible number of females attending school.

Moreover, the female private educational institution in an uyezd city was not in operation for long. It had closed down by 1891, leaving secondary education in the regions effectively inaccessible to females (Pamyatnaya knizhka, 1893: 64-65).

In 1893, the teacher's seminary was moved from an uyezd city to an uyezd village. Thus, secondary education was now accessible in the countryside as well (Pamyatnaya knizhka, 1895: 64-65).

In 1894, as many as two female first-rate private educational institutions opened up in the uyezd cities, which enrolled 57 girls (Pamyatnaya knizhka, 1896: 64-65). However, both schools closed down as early as 1895 (Pamyatnaya knizhka, 1897: 66-67).

A few words will now be said about Zhitomir's male gymnasium. In 1888, it had 613 students, compared, for example, with 387 students in the female gymnasium. As early as 1891, the number of students in the male gymnasium exceeded 700, and in 1896, it reached 868 (compared with the female gymnasium's enrollment of 439). With the male gymnasium being overfilled, the region's authorities started looking into the possibility of opening a second male gymnasium in Zhitomir. In 1897, Zhitomir's second male gymnasium was opened – as a result of the reorganization of

Zhitomir's male progymnasium ([Pamyatnaya knizhka, 1899: 62-63](#)). That same year, a male gymnasium was opened in one of the governorate's uyezd cities ([Pamyatnaya knizhka, 1899: 62-63](#)).

In 1900, public secondary education became accessible to females in the regions as well. A female gymnasium was opened in one of the uyezd cities ([Pamyatnaya knizhka, 1901: 86-89](#)). In addition, a first-rate private female educational institution opened up ([Pamyatnaya knizhka, 1901: 86-87](#)). As a result, Volyn Governorate had now 3 female secondary educational institutions in 1900.

**Table 1.** Number of secondary educational institutions in Volyn Governorate in the period 1888–1900 ([Pamyatnaya knizhka, 1889: 64-65](#); [Pamyatnaya knizhka, 1890: 64-65](#); [Pamyatnaya knizhka, 1893: 64-65](#); [Pamyatnaya knizhka, 1894: 64-65](#); [Pamyatnaya knizhka, 1895: 64-65](#); [Pamyatnaya knizhka, 1896: 64-65](#); [Pamyatnaya knizhka, 1897: 66-67](#); [Pamyatnaya knizhka, 1898: 64-65](#); [Pamyatnaya knizhka, 1899: 62-63](#); [Pamyatnaya knizhka, 1900: 54-55](#); [Pamyatnaya knizhka, 1900a: 78-79](#); [Pamyatnaya knizhka, 1901: 86-89](#))

Year	Number of educational institutions									Number of students		
	Gymnasia		Progymnasia		Real school	First-rate private school	Teacher's seminary	Ecclesiastical seminary	Total	Boys	Girls	Total
	Male	Female	Male	Female								
1888	1	1	2	-	1	2	1	2	10	1,792	422	2,214
1889	1	1	2	-	1	1	1	2	9	1,788	394	2,182
1891	1	1	2	-	1	-	1	2	8	1,842	353	2,195
1892	1	1	2	-	1	-	1	2	8	1,874	435	2,309
1893	1	1	2	-	1	-	1	2	8	1,893	382	2,275
1894	1	1	2	-	1	2	1	2	10	1,902	479	2,381
1895	1	1	2	-	1	-	1	2	8	1,922	413	2,335
1896	1	1	2	-	1	-	1	2	8	2,054	439	2,493
1897	3	1	1	-	1	-	1	2	9	2,155	493	2,648
1898	3	1	1	-	1	-	1	2	9	2,235	493	2,728
1899	3	1	1	-	1	-	1	2	9	2,352	522	2,874
1900	3	2	1	-	1	1	1	2	11	2,501	798	3,299

As evidenced in [Table 1](#), despite the relatively insignificant increase in the number of secondary educational institutions in the region between 1888 and 1900 (from 10 to 11), its secondary school system witnessed a qualitative leap. Specifically, the number of male gymnasia increased 3 times (note that one of the gymnasia was established as a result of the reorganization of a male progymnasium). The number of public female gymnasia increased 2 times (equally noteworthy is the opening of a female gymnasium in an uyezd city, which contributed to the accessibility of female education in the region). During the entire period under review, the number of private educational institutions in the region fluctuated chaotically, with some schools opening and closing without producing graduates.

In the period under review, the number of students in the region's secondary schools was up one third per one thousand residents. With that said, whereas in percentage terms the number of boys was up 700, or 25%, the number of girls increased nearly 2 times.

### Lower educational institutions

In 1885, the region's 28 lower educational institutions included ecclesiastical Orthodox Christian schools, a feldsher school, and urban and rural male and female two-grade schools.

In 1888, the system of lower education was based on urban and rural two-grade schools. Such schools under the purview of the Ministry of Public Education numbered 10 in the cities and 2 in the countryside. In addition, there were 1 parochial two-grade school and 1 two-grade Jewish school. Thus,

there were a total of 14 two-grade schools in the region. There were 6 ecclesiastical schools, including 2 schools for daughters of clergy (Pamyatnaya knizhka, 1889: 64-65). Of the 23 educational institutions, 6 were located in the capital, including 1 urban school and 1 Jewish school. There were 13 educational institutions, including 9 urban schools, in the uyezd cities. There were 5 educational institutions in the uyezds, including 2 rural schools and 1 two-grade parochial school. Thus, the region's lower education system was represented by schools in its capital, uyezd cities, and countryside.

By 1891, the region's countryside became home to its third rural two-grade educational institution (Pamyatnaya knizhka, 1893: 64-65). This must have happened as a result of the two-grade parochial school being placed under the purview of the Ministry of Public Education. As early as 1892, the two male rural two-grade schools were heavily overfilled – 805 students. The third school was one for girls only. It was attended by 182 students (Памятная книжка, 1894: 64-65). As a result, in 1893 another male rural two-grade school was opened in the countryside (Pamyatnaya knizhka, 1895: 64-65).

In 1896, the region's countryside became home to another male rural two-grade school (Pamyatnaya knizhka, 1898: 64-65). In 1897, the region's network of two-grade schools continued to develop, with as many as three two-grade schools opening up (2 urban schools and 1 rural school) (Pamyatnaya knizhka, 1899: 62-63). In 1898, another six two-grade schools were opened (1 urban school and 5 rural schools) (Pamyatnaya knizhka, 1900: 54-55). In 1899, another six two-grade schools were opened (2 urban and 4 rural schools). Thus, the region now had an equal number of urban and rural schools – 15 (Pamyatnaya knizhka, 1900a: 78-79). In 1900, another eight two-grade schools were opened (1 urban school and 7 rural schools). In addition, two parish schools were established (Pamyatnaya knizhka, 1901: 86-89).

**Table 2.** Number of lower educational institutions in Volyn Governorate in the period 1888–1900 (Pamyatnaya knizhka, 1889: 64-65; Pamyatnaya knizhka, 1890: 64-65; Pamyatnaya knizhka, 1893: 64-65; Pamyatnaya knizhka, 1894: 64-65; Pamyatnaya knizhka, 1895: 64-65; Pamyatnaya knizhka, 1896: 64-65; Pamyatnaya knizhka, 1897: 66-67; Pamyatnaya knizhka, 1898: 64-65; Pamyatnaya knizhka, 1899: 62-63; Pamyatnaya knizhka, 1900: 54-55; Pamyatnaya knizhka, 1900a: 78-79; Pamyatnaya knizhka, 1901: 86-89)

Year	Number of educational institutions									Number of students		
	Two-grade school		Two-grade Jewish school	Parochial two-grade school	Ecclesiastical school	Second-rate private school	Feldsher school	Other educational institutions*	Total	Boys	Girls	Total
	Urban	Rural										
1888	10	2	1	1	6	1	1	2	24	2,544	1,288	3,832
1889	10	2	1	1	6	3	1	2	26	2,658	1,331	3,989
1891	10	3	1	-	6	4	1	1	26	2,712	1,464	4,176
1892	10	3	1	-	6	2	1	2	25	2,946	1,442	4,388
1893	10	4	1	-	6	3	1	2	27	2,768	1,521	4,289
1894	10	4	1	-	6	3	1	2	27	3,015	1,704	4,719
1895	10	4	1	-	6	2	1	2	26	3,141	1,836	4,977
1896	10	5	1	-	6	3	1	2	28	3,375	2,100	5,475
1897	12	6	1	-	6	2	1	2	30	3,471	2,254	5,725
1898	13	11	1	-	6	2	1	2	36	4,407	2,710	7,117
1899	15	15	1	-	6	2	1	2	42	5,054	2,928	7,982
1900	16	22	1	2	6	1	1	2	51	6,430	3,079	9,509

\* This includes one female school of Count D.N. Bludov and one school for training police officers. Starting in 1891, information on the school for police officers was no longer reported. In 1892, the governorate became home to a female fraternity school for training teachers.

As evidenced in [Table 2](#), the period 1888–1900 was a time of rapid development for the system of lower education in Volyn Governorate. The number of rural two-grade schools in the region increased 11 times. There was a 60 % increase in the number of urban two-grade schools. Thus, the total number of educational institutions in the region increased more than 2 times, the main contributor to this growth being educational institutions under the purview of the Ministry of Public Education. At the same time, the number of private educational institutions kept changing. In the late 1880s, the region's private schools were focused on serving females. At some point, the needs of both males and females were accommodated. In the late 1890s, the focus shifted to serving females again. The region's private education system lacked stability. Geographically, private schools opened now in the capital, now in the uyezds, and now in the countryside.

The number of students increased nearly 3 times. The documented sharp decline in the number of students in the region's male rural schools in 1893 may be associated with a misprint. Here are the statistics. In 1892, the region's 2 male rural schools had a combined enrollment of 805 students; in 1893, its 3 male schools had a combined enrollment of 482 students; in 1894, its 3 male schools had a combined enrollment of 761 students. It is hardly possible for the schools to have lost 300 students in 1893 and gotten them back in 1894. There appears to be a misprint here, with the correct figure being most likely 782, not 482.

In addition, as noted by N. Oleinichenko, the region's urban and rural two-grade schools also played an important educative role, as instruction was conducted in them for five years in Russian exclusively. Upon leaving school, most graduates of these educational institutions were given a job within the secretariat of various public agencies. These individuals later tended to have a favorable influence on people around them in the environment they operated in. Most importantly, they served to unite the various ethnic groups of the southwestern part of the Russian Empire ([Oleinichenko, 1899: 57-58](#)).

### **Primary educational institutions**

In 1888, the region's primary education system was represented by public one-grade educational institutions under the purview of the Ministry of Public Education, rural schools, parochial schools under the purview of the Ecclesiastical Department, schools in the German colonies, Czech schools, and Jewish institutions of academic and ecclesiastical learning. In numbers of schools and students in them, the way was led by the Ecclesiastical Department and its parochial schools. The governorate had a total of 650 such schools, with a combined enrollment of 16,871 students. Ranked second in number of students were ministerial one-grade schools (243 schools, with a combined enrollment of 13,817 students), followed by a small margin by schools in the German colonies (320 schools, with a combined enrollment of 13,131 students). Of note is the fact that the region's German schools had the largest number of female students in percentage terms – 5,801 girls versus 7,330 boys. These schools were followed by Jewish schools, and then Czech schools ([Pamyatnaya knizhka, 1889: 64-65](#)).

As evidenced in [Table 3](#), the period under review witnessed a dynamic increase in the numbers of primary educational institutions and students in them in the region. However, based on data for 1900, more than half of the student body (58,869 individuals) were students of parochial schools, followed by students of ministerial schools (19,232), and then students of Jewish institutions of academic and ecclesiastical learning (17,198) ([Pamyatnaya knizhka, 1901: 86-89](#)). Interestingly, the Jewish community sought to set up its own schools in competition with Orthodox Christian schools in the region. In 1895, the Jewish community managed to overtake and surpass the region's Orthodox Christian schools in number. Subsequently, the number of Jewish schools in the region sharply declined. The trend toward decline continued to the end of the period under examination.

As regards, secular education in the region, specifically the number of primary schools under the purview of the Ministry of Public Education, their number did not change much. In 1888, the region had 243 schools, with a combined enrollment of 13,817, with girls accounting for about 8 % of the student body ([Pamyatnaya knizhka, 1889: 64-65](#)). In 1900, the region had 291 schools under the purview of the Ministry of Public Education, with a combined enrollment of 19,232, with girls accounting for 17 % now.

**Table 3.** Number of primary educational institutions in Volyn Governorate in the period 1888–1900 (Pamyatnaya knizhka, 1889: 64-65; Pamyatnaya knizhka, 1890: 64-65; Pamyatnaya knizhka, 1893: 64-65; Pamyatnaya knizhka, 1894: 64-65; Pamyatnaya knizhka, 1895: 64-65; Pamyatnaya knizhka, 1896: 64-65; Pamyatnaya knizhka, 1897: 66-67; Pamyatnaya knizhka, 1898: 64-65; Pamyatnaya knizhka, 1899: 62-63; Pamyatnaya knizhka, 1900: 54-55; Pamyatnaya knizhka, 1900a: 78-79; Pamyatnaya knizhka, 1901: 86-89)

Year	Number of educational institutions								Number of students		
	Public one-grade school	Rural school	Parochial school	School in a German colony	Czech school	Third-rate private school	Jewish school*	Total	Boys	Girls	Total
1888	243	104	650	320	27	2	221	1,567	41,106	8,910	50,016
1889	251	84	730	277	23	2	264	1,631	41,986	8,545	50,531
1891	255	45	996	339	28	2	341	1,667	50,941	10,711	61,652
1892	278	40	1,079	334	-	5	461	2,197	54,994	10,977	65,971
1893	278	40	1,154	325	-	2	708	2,507	59,574	10,363	69,937
1894	283	33	1,222	327	-	-	807	2,672	64,439	9,811	74,250
1895	280	163	1,272	325	-	4	1,276	3,320	75,475	10,680	86,155
1896	284	163	1,252	314	-	3	1,098	3,114	78,112	11,170	89,282
1897	285	169	1,306	317	-	3	973	3,053	79,862	12,944	92,806
1898	298	141	1,413	296	-	3	929	3,080	86,123	15,493	101,616
1899	308	199	1,447	306	-	2	862	3,124	90,148	15,246	105,394
1900	291	169	1,455	295	-	2	717	2,929	93,158	18,154	111,312

The level of literacy in Volyn Governorate, despite efforts by the authorities to tackle the problem, remained low in 1899. According to N. Oleinichenko, “in Volyn Governorate, [only] one-fourth of children ages 8–12 are literate, and the older they are, the lower is the percentage of literate children” (Oleinichenko, 1899: 56). The cause of this lay in the shortage of educational institutions in the region.

## 5. Conclusion

The system of public education in Volyn Governorate in the period 1886–1900 continued to develop in the light of the incorporation of this region into the Russian Empire. The region had large German and Jewish communities, which set up ethnic schools offering a mother tongue curriculum in competition with the region’s ethnic Russian schools. The period under examination was a particularly vibrant one for the region’s lower educational institutions, especially those in the countryside, where the number of educational institutions increased 11 times, making the countryside a center for workforce training. Overall, the period 1885–1900 was a time when primary and lower education became accessible to virtually all residents in the governorate, including in its capital, uyezd cities, and countryside.

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\* One-grade schools, private Jewish schools, cheders, and Talmud Torahs

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