

LEASECON 2021
Conference on Land Economy and Rural Studies Essentials**VOCATIONAL EDUCATION IN THE TOBOLSK PROVINCE IN
XIX - XX CENTURIES**

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Abstract

The article analyzes the agricultural direction of public education in its two typical schools: veterinary and paramedic and agricultural itself. Attention is drawn to the specific feature of schools in the study period: the interdependence of education, practice and research activities, the availability of agricultural education for the peasantry, both in terms of consumption and the location of schools. The study of the historical experience of the development of professional public education in the Tobolsk province at the turn of the century allows us to evaluate it as follows. Taking into account the objective conditions in the region, a system of professional education has developed. In addition to pedagogical, commercial, and handicraft directions, agricultural appears. Despite the fact that the local vocational school provided a minimum of the needs of the region for qualified personnel, it acquired its own features that are significant for provincial socio-economic development. Based on the involvement of archival sources, periodicals, historiographic analysis, the conclusion is drawn: during the period under study, the genesis of agricultural education is observed. Regionalization of education was manifested in practical assistance to the local population in the provision of veterinary and agricultural services, the use of experimental technologies, taking into account local natural and climatic conditions, priority for admission to educational institutions of the local population.

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Keywords: Agricultural education, agricultural school of the 1st category, practice of treating pets, veterinary and medical assistant school



1. Introduction

Based on the recognition of the absolutization of the socio-economic factor in the development of Russian society, by the beginning of the 20th century, commercial agriculture, the industry for the processing of plant and animal raw materials, river and rail transport were successfully developing in the province (Churkin, 2015). The effectiveness of the development of the local economy, the state of culture and education of the region largely depended on their provision with qualified workers. Taking into account objective requirements, a network of public and private educational institutions was formed. (Lyubimov, 2016).

2. Problem Statement

At the end of the 19th and beginning of the 20th centuries. there have been changes in the socio-economic development of Russia. The construction of the Siberian Railway accelerated the development of capitalist relations in Western Siberia. The current conditions have influenced the growth of the need for qualified personnel and the increase in the number of specialized educational institutions. The study of the problem is of scientific and practical interest. From a scientific point of view, regional educational processes with the introduction of new archival materials into circulation are of interest. A detailed study of the experience in the field of vocational schools is important from the point of view of private initiative in the construction of vocational schools.

3. Research Questions

Research into the historical experience of the development of professional public education in the Tobolsk province at the turn of the century.

4. Purpose of the Study

The purpose of the work, based on the involvement of archival sources, periodicals, historiographic analysis, is to characterize the directions of professional activity in Western Siberia at the end of the 19th and beginning of the 20th centuries. taking into account the private initiative of the local population.

5. Research Methods

The study of the process of formation of vocational education in the framework of comparative analysis made it possible to consider regional processes as a natural reflection of the general imperial, state policy in the field of education and enlightenment in the period under study. The use of concrete historical methods, the use of the category of everyday life made it possible to reveal the processes of the appearance of the first professional educational institutions in the provinces, to reflect the specifics of the events taking place.

6. Findings

The characteristics of vocational education, reflecting the number of educational institutions, the number of students, was given in the works of Pribylsky and Nevsky (1992), Golovneva (1990), Skachkova (1993) and other researchers. On the pronounced class character of schools, they highlight the directions of vocational educational institutions, and also pay attention to the relationship between the growth of the network of vocational schools and the economic needs of the region.

The presentation of the main stages of the development of the public education system in the Tobolsk province, its specific natural and climatic conditions and the small population that influenced the formation of the characteristics of the educational system is also typical for modern researchers. In this regard, the peasants did not willingly agree to bear the material costs of maintaining schools (Kupreichik, 2017).

In our opinion, the formation of vocational education in the provinces of the Russian Empire at the turn of the XIX - XX centuries against the background of economic growth and resettlement policy, it no longer had an exclusively estate character.

During the study period, the following types of special education developed: agricultural, technical, commercial, medical, pedagogical.

Agricultural education during the study period was carried out by the following educational institutions: Tobolsk veterinary and medical assistant school, Kurgan forestry school, Berezovskaya school of dairy farming, Sokolovskaya agricultural, as well as agricultural departments at urban and rural secondary schools, short-term agronomic and veterinary courses.

The first secondary specialized educational institution of civilian profile in Siberia - the veterinary and paramedic school was opened in 1878. Initially, it did not have its own building and was housed in private houses rented by it: until August 15, 1894. In the house of the official's wife L.M. Zubovskaya, and then in the house of the petty bourgeois S.V. Sulkovskaya. By 1913, the educational institution was already located in several of its own buildings: a one-story main wooden building of eight rooms, which housed a museum, a library, an assembly hall, a director's office, three classrooms and auditoriums for students. The school had a boarding school, a smithy, a building that housed a pharmacy for student work; wooden building for large stationary animals; the wing where the paramedic lived; and the building of a smallpox calf barn for vaccine production. A total of seven buildings (Report on the status and activities of the Tobolsk Veterinary and Medical Assistant School for 1913, 1914).

The founder of the school was the veterinarian Yushkov, the Trustee was the Tobolsk governor, the inspector of the Medical Board (Report on the Tobolsk veterinary and medical assistant school for 1894, 1895) carried out constant supervision over the school. The training course lasted three years. The admission was carried out on the basis of the rules developed by the pedagogical council of the school and established by the trustee of the school. Here are some of them. Based on paragraphs 4-7 of the Charter, applicants had to be at least 16 years old, strong constitution, without any diseases.

Only the children of the peasants of the Tobolsk province were accepted for state maintenance. Persons with a certificate of completion of the course not lower than a two-year school of the MNP were allowed to enter the entrance exams. Moreover, the state maintenance was not disinterested: for each year

of such training, the scholar was obliged to serve 1.5 years in one year of training as a veterinary paramedic in the province. Hence, there was a natural rule for applicants, limiting the age qualification: only those young people were enrolled in training who could complete the course before they were called up for military service, or those who had already served it.

For young people from other provinces, a fee was set in the amount of 200 rubles a year for the right to listen to lectures. It was possible to train "self-employed boarders", with a payment of 200 rubles a year (Report on the status and activities of the Tobolsk Veterinary and Medical Assistant School for 1913; Report on the status and activities of the Tobolsk Veterinary and Medical Assistant School for 1913, 1914). Restrictions were provided for persons of Jewish origin. In relation to the total number of students, their percentage should not have exceeded 10%. In reality, 5% studied. In this case, we used information about different categories of students (self-employed, state-owned, coming) for the 1912-1913 academic year.

Despite the high tuition fees and student maintenance, self-employed and free listeners accounted for more than half of the contingent - 52.5%, which testified to the desire to get a profession of the inhabitants of the Tobolsk province. From the European part of Russia, 12.5% of students studied at this educational institution (Report on the status and activities of the Tobolsk Veterinary and Medical Assistant School for 1913, 1914).

Children of peasants and burghers of the Tobolsk province had advantages in admission, it was they who were on state maintenance and training - the so-called State-owned pupils. This state of affairs is well traced in the documents. If we distribute students by class, we get the following picture: children of peasants studied 50%, bourgeois - 32.5%, and the rest were children of priests - 2.6%, veterinary paramedics - 5%, officials - 7.5%, etc. (TF GATO. F. 6.O. 1.D. 123).

The training course lasted 3 years. During this time, students studied the following general and special subjects: in the first grade - Russian, physics, botany, zoology, chemistry (inorganic), Latin, the Law of God, anatomy, pharmacology; in the second grade - the Law of God, organic chemistry, anatomy, animal science, exterior, forging, general pathology, pharmacy with pharmacology, general surgery; in the third grade - obstetrics, private pathology, therapy, private surgery, pathological anatomy, operative surgery, pharmacology, general therapy, meat science (TF GATO. F. 6. O. 1. D. 123).

In addition, the pupils had their own study programs in the subjects. So, for example, the obstetrics program for third grade students looked like: Antonov N. - "Nutrition of the embryo", Bryukhovskiy - "Duration of pregnancy", Zimin V. - "Removal of the placenta", Kargopoltsev P. - "Development of the amniotic membrane", etc. ... (TF GATO. F. 6.O. 1.D. 120). The teaching staff of the school was quite qualified. All teachers had specialized secondary and higher education. Thus, Alexander Ivanovich Brekhov, appointed in 1894 as the Director of the school, graduated from the Kazan Veterinary Institute and taught zootomy, zoophysiology, and other subjects; veterinarian Pavel Ivanovich Zolotarev graduated from the Yurievskiy Veterinary Institute and taught special disciplines at school since 1892; Sergei Osipovich Krugly, a graduate of the Natural Sciences Department of the Physics and Mathematics Faculty of St. Petersburg University, taught Botany since 1893; law teacher and teacher of the Russian language, priest Alexander Petrovich Dulebov graduated from the Tobolsk Theological Seminary; Andrey Antonovich Matusevich taught arithmetic, graduated from the Omsk Teachers' Seminary, etc.

Later, since 1905, the teaching staff of the school begins to form from graduates (TF GATO. F. 6. O. 1. D. 123). These were: the supervisor of the school and the pharmacist - Ivan Dmitrievich Doronin, the paramedic Pavel Dmitrievich Trapeznikov, etc. Teachers with veterinary education, in addition to their main activities, were involved by the provincial administration to eliminate massive animal diseases in the Tobolsk province, thereby bringing the necessary practical assistance to local agriculture, often to the detriment of their teaching activities (Report on the status and activities of the Tobolsk Veterinary and Medical Assistant School for 1913, 1914).

At the veterinary paramedic school, there was a practice of treating pets for a fee. The tax for treatment was as follows: cattle - 25 kopecks, pigs, sheep, goats, dogs, cats - 15 kopecks. The food for the animals being treated at the zoo clinic was delivered by the owners themselves. Moreover, the peasant population of the Tobolsk province enjoyed certain advantages, the right to free veterinary care. As a result of practical assistance to the population, the school received an annual income of 200 to 500 rubles.

On the way to the development of the school, there were a number of objective obstacles: firstly, the undeveloped and unstable curricula in the subjects, and secondly, the archaic nature of the legal provisions on veterinary and medical assistant education in Russia. The point was that the Tobolsk Veterinary and Medical Assistant School existed on the basis of temporary staffs since 1878. During its existence, it grew into a complex and wide organization of educational institutions, but the staff remained the same: the entire staff of the school consisted of veterinarians. When widespread cattle diseases appeared in the province, the administration sometimes sent all the staff to the necessary areas, thereby depriving the school for a certain time of the teaching staff. Such facts took place in 1909, when an epizootic of rinderpest and others broke out.

The way out of this situation is the former director L.S. Sumtsov and A.A. Blagovolyn was seen in the introduction of a new staffing table. This would make it possible, in their opinion, to firmly establish the veterinary and paramedic school business and free it from dependence on the provincial administration. On this occasion, in 1912, the Veterinary Directorate developed and submitted to the Council of Ministers a draft of the new states of the Omsk and Tobolsk veterinary and medical assistant schools. But it was never implemented during the period under study (Report on the status and activities of the Tobolsk Veterinary and Medical Assistant School for 1913, 1914).

By the decision of the State Council in 1900, the Sokolovskaya lower agricultural school of the 1st category was opened. The initiative to create it belonged to Nikolai Lukich Skalozubov. At the inauguration of the school on January 21, 1900, he addressed the students and teachers with the following speech: "Despite the outstanding successes of agriculture, here in Siberia, everything is done in old-fashioned ways, and many industries are well known. Meanwhile, with a skillful management, with the ability to use natural wealth, the local peasant could live happily ever after. The time is ripe for significant reforms of peasant farms. The village needs agricultural knowledge" (The opening of the..., 1900, p. 3). He pinned great hopes on the dissemination of agricultural knowledge for the future stable growth of the well-being of peasant families.

The charter was drawn up on the model that exists in the Tomsk agricultural school. The curriculum, along with general education disciplines: geography, history, geometry, drawing, physics,

etc., included special subjects: agriculture, meadow farming, field cultivation, animal husbandry, cattle breeding. In addition, the training program included the study of crafts: locksmith, blacksmith, etc.

The school accepted boys from 14 to 18 years old who had an education not lower than the elementary public school. The children of peasants and townspeople from Tobolsk, Tarsk, Turinsky, Tyumen, Yalutorovsky and Ishim districts were trained. The course of study lasted 4 years: in the first preparatory and three special classes (Balyuk, 1992). The entire teaching staff, in addition to the pedagogical staff, also had a special agricultural one with subsequent practical activities. So the school manager M.S. Agapov, previously served as an agronomist at the provincial zemstvo and taught rural public schools. Kindergarten teacher V.I. Kaigorodtsev, who graduated from the Omsk Teachers' Seminary, had previously taught a course in agricultural production in the public schools of the Tyukalinsky and Krutinsky districts. Lectures on agronomy were delivered by leading agronomists N.L. Skalozubov and N.I. Wentzer. Livestock specialist M.V. Voitekhovskiy gave a course of lectures on zoology (Report on the Tobolsk lower agricultural school of the 1st category for 1900 to the Department of Agriculture, 1903).

Theoretical knowledge at school was closely intertwined with practical exercises: on a dairy farm, on experimental plots in the field, in a garden. The wide possibilities of the experimental field economy allowed the teachers to conduct excursions in botany and zoology for the students of the preparatory classes. This teaching approach extended to all agricultural disciplines. With the onset of spring, the theoretical course of study stopped and then the students were engaged in agricultural practice. In addition to direct training and practice guidance, the schoolteachers were engaged in research work. Its results were published in Proceedings of the Tobolsk Lower Agricultural School (1906). In the course of the joint work of teachers and students on improving the technology of growing grain crops, 5 and 8 field crop rotations with the use of fertilizers and taking into account local natural and climatic conditions were mastered on the experimental fields of the school. Labor tools were imported from the European part of Russia and were promoted among local residents. So, thanks to this circumstance, the local landowner A.A. Syromyatnikov bought the Donskoy brothers' two-plow plow, Vandal's cultivator, Eckert's Berman planter and Howard's zig-zag harrow.

The school maintained a livestock farm with an average of 10 to 12 cows. All dairy products were processed at the school creamery, and local products were also processed here on a commercial basis.

It should be noted that the agricultural school, despite its vigorous activity, did not even provide the necessary number of personnel to the Tobolsk province, although the urgent need for them was felt quite acutely. This is evidenced, for example, by the difficult situation in gardening associated with the lack of specialists in this field. So in 1910, 300 bushes of raspberries, 150 - currants, 30 - strawberries, 200 - strawberries, etc. were purchased for planting in Tobolsk. All these garden varieties were sent from Yekaterinburg to the director of public schools G. Ya. Malyarevskiy. The request to send an experienced gardener to Tobolsk to demonstrate the plantings turned out to be difficult to complete. The answer on this matter was not encouraging, in it, in particular, the following sounded: “..In this regard, we must say that here in all of the Urals it is impossible to find a competent gardener who would intelligently complete the task, i.e. demonstrated to the students the rule of landing sensibly and correctly "(TF GATO. F. 5. O. 1. D. 26. L. 13).

The appearance of a lower agricultural school of the 1st category in the village of Sokolovka, Tobolsk district, was very timely. The problem, posed at the end of the 19th century by the advanced part of the peasantry, was beginning to be addressed, recognizing the obvious spread of agricultural knowledge against the background of structural changes in society after the abolition of serfdom and the state resettlement policy. An increase in the general well-being of the rural population, in their opinion, is possible, including with the opening of secondary agricultural schools in villages and villages. The experimental fields of these schools could demonstrate to householders improved or new methods of agricultural work (TF GATO. F. 43. O. 1. D. 25. LL. 1-2).

7. Conclusion

The study of the historical experience of the development of professional public education in the Tobolsk province at the turn of the century allows us to evaluate it as follows. Taking into account the objective conditions in the region, a system of professional education has developed. In addition to pedagogical, commercial, and handicraft directions, agricultural appears. Despite the fact that the local vocational school provided a minimum of the needs of the region for qualified personnel, it acquired its own features that are significant for provincial socio-economic development.

Firstly, special education in relation to general education had a distinctive feature: children of peasants, petty bourgeoisie, artisans and other lower classes of the Tobolsk province had an advantage in admission to vocational educational institutions. The expediency of this approach was provided, as a rule, by financial participation in the construction of schools of wealthy citizens of the province. Secondly, special educational institutions were actively involved in the dissemination of their field of knowledge among the local population.

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