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EDUCATION AND AUTOCRACY IN RUSSIA
FROM THE ORIGINS TO THE BOLSHEVIKI**

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Bolsheviki by Daniel Bell Leary

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Education and Autocracy in Russia

From the Origins to the Bolsheviki

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BUFFALO:
UNIVERSITY OF BUFFALO
1919

E. J. ...



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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION:	
Explanation of Thesis.....	9
Relation of Education to National Life and Character	11
II. THE PERIOD BEFORE PETER: 9TH-17TH CENTURIES:	
The Rise and Development of Early Democracies	13
The Coming of the Tatars.....	18
The Rise of Moscow and the Autocracy.....	20
Recapitulation, Economic Conditions and Edu- tion	24
III. PETER TO CATHERINE II. 1689-1725-1762:	
The Problems and the Reforms of Peter.....	30
The Educational Reforms and Creations of Peter	32
Peter's Successors, to Catherine II.....	34
IV. CATHERINE II TO ALEXANDER I. 1762-1801:	
The Policies and Activities of Catherine.....	38
Educational Reforms and Growth to 1801.....	40
V. ALEXANDER I. 1801-1825:	
Political and Economic Adjustments under Alex- ander	45
Social Unrest and Secret Societies.....	47
Educational Construction and Reaction.....	49
VI. NICHOLAS I. 1825-1855:	
Autocracy as a Principle; and the Results.....	57
Autocracy and Society.....	60
Autocracy, and Education as "Discipline".....	62
VII. ALEXANDER II. 1855-1881:	
The Great Reforms and Subsequent Reaction...	67
Growth of Organized Social Thought and Action	70
Education, Society, and Alexander.....	73

TABLE OF CONTENTS—Continued

VIII.	ALEXANDER III. 1881-1894:	
	The Beginning of the Great Reaction.....	82
	The Broadening Social Movement.....	85
	The Effects in Education.....	87
IX.	NICHOLAS II. 1894-1917:	
	The Continuance of the Great Reaction.....	92
	The Growth of Opposition: Zemstvos and Revolutionists	94
	The Revolution of 1905.....	98
	The Last Phase of Autocratic Education.....	100
X.	THE TRANSITION TO THE BOLSHEVIKI:	
	The Two Revolutions.....	108
	The Educational Philosophy of the Bolsheviki..	112
	APPENDIX: STATISTICS	118-123
	BIBLIOGRAPHIES: RUSSIAN AND ENGLISH.....	124-127

PREFACE

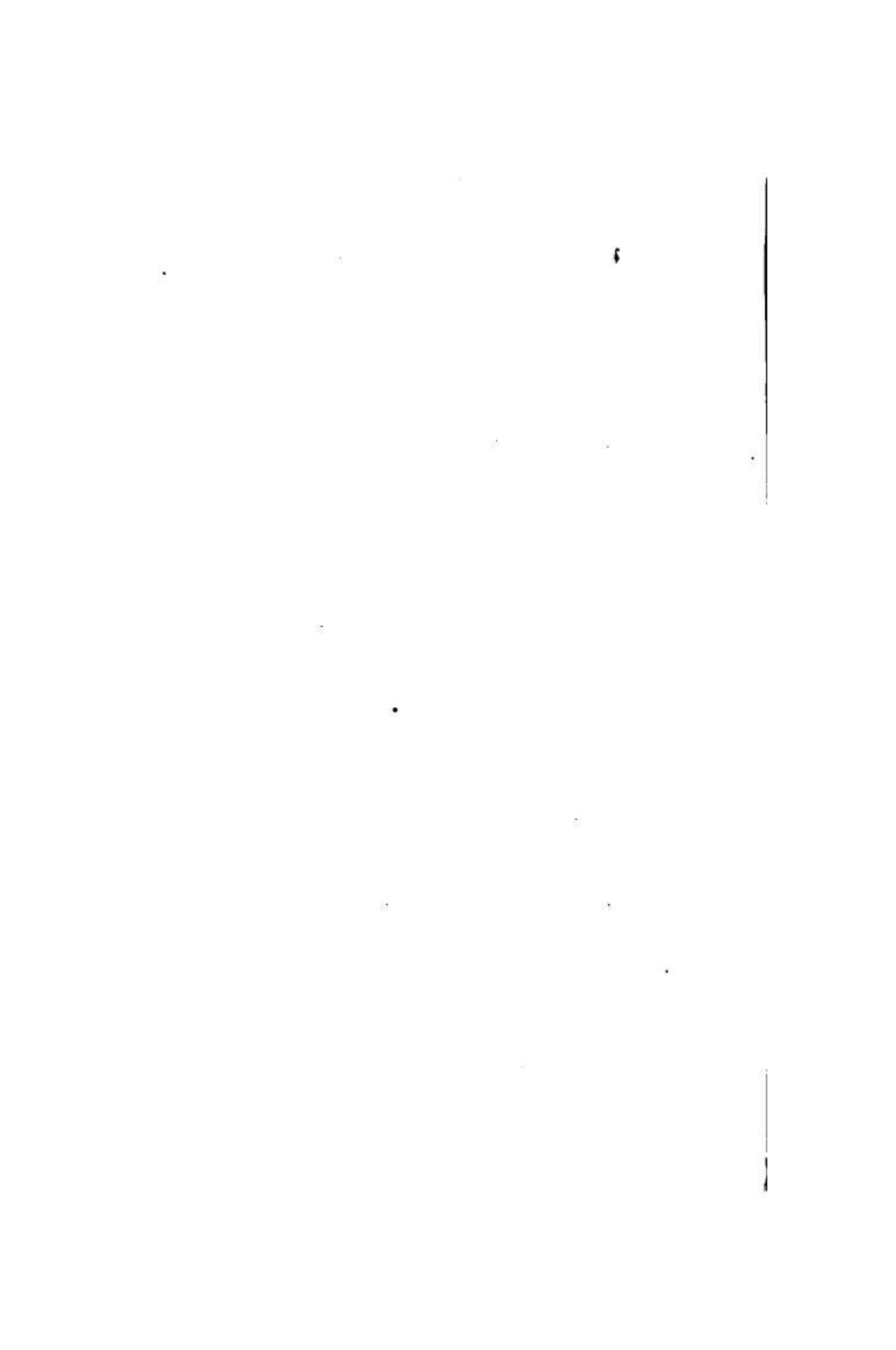
In view of present social and political conditions, pointing to the beginning of the growth of a closer relationship between the old world and the new, it becomes more imperative than ever that mutual understanding and knowledge be the basis of the new relationship. The history of Russian education, from an interpretative point of view, has scarcely been begun, even in Russia, though the materials for it have been collected. It is intended that this first survey shall be followed by other investigations giving, for the various periods, a more detailed account than has been possible in this broader analysis.

I am glad to express my appreciation for the aid and encouragement which have been given me. Professors Monroe, Kilpatrick and Kandel of Teachers' College have been particularly kind, while to Professor Prince of the Russian Department of Columbia University I owe my first introduction, some five years ago, to the language and the affairs of Russia.

I am also under obligation to my many Russian friends who, however much they have differed in political and social creeds have, one and all, exemplified a spirit of service in giving many hours of their time to a foreigner who had no other claim than a sincere and friendly interest in their land and language.

D. B. L.

July 29, 1919.



CHAPTER I

INTRODUCTION

Explanation of Thesis.

This essay will endeavor to trace the following four movements in the history of Russia, and to show their mutual relationships: 1, the growth of democracies in the period from the 9th to the 13th centuries; 2, the evolution of an autocracy, dating from the 13th century; 3, the creation and imposition by this autocracy of a system of education directed to class and politician ends; 4, the resultant struggle against this autocracy and its system of education.

Finally, an examination will be made of the program of the Bolshevik regime as a type of education radically different, in principle and method, from that which it has, for the time being, supplanted, and which claims to be of and for that people whom the previous system neglected.

In other words, an attempt will be made to correlate the social, economic, political and educational evolutions of Russia. It seems, to the writer, that it is easy to trace, in Russia, a clear connection between these different factors of history. Political and economic disaster or dissatisfaction have led to social and educational advancement, newly established security at home and abroad, after a period of disorder, have often led to new social and educational restrictions. The influence of the West is predominant throughout—now leading to reform, again to insular attempts to be self-sufficient; but it cannot be too much insisted that Russian history is a part of that larger field of history represented by Western civilization in general.

The history of education in Russia affords an example of this influence of the West. Under Peter, and even to some extent under some of his immediate predecessors, Russia was literally forced to share in the culture of the West and to think some of her ideas; under some of the later Tsars it was forbidden even to travel abroad. But in every case, under the Romanov dynasty, the principles of Russian education have been formed by and for the sake of the ruling class and the government.