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BOARD OF EDUCATION.

SPECIAL REPORTS
ON
EDUCATIONAL SUBJECTS.

VOLUME 13.

EDUCATIONAL SYSTEMS OF THE CHIEF CROWN COLONIES
AND POSSESSIONS OF THE BRITISH EMPIRE, INCLUDING
REPORTS ON THE TRAINING OF NATIVE RACES.

PART II.

WEST AFRICA: BASUTOLAND: SOUTHERN RHODESIA:
EAST AFRICA PROTECTORATE: UGANDA: MAURITIUS: SEYCHELLES.

Presented to both Houses of Parliament by Command of His Majesty.



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1905.

PREFATORY NOTE TO VOLUMES 12, 13, 14
OF
SPECIAL REPORTS ON EDUCATIONAL SUBJECTS.

In the letters introductory to Volumes 4 and 5 of this Series of Reports on Educational Subjects, which dealt with the educational systems of the self-governing Colonies of the British Empire, the hope was expressed that at some future date it might be found possible to supplement those volumes by the publication of reports upon the educational systems of certain minor colonies and dependencies of the Empire. With the issue of the three volumes now published simultaneously this hope has been realised in a larger measure than was at first contemplated. The number of colonies reporting is greater than originally suggested, and the official reports which set forth the action taken by Government in relation to education have been supplemented by a collection of papers dealing with the efforts of missionary bodies to provide educational facilities for the native races among whom they are working.

Through the co-operation of the Colonial Office a circular letter requesting official information and suggesting certain heads of enquiry was addressed to the authorities of the following twenty-five colonies and dependencies :—Bahamas, Barbados, Leeward Islands, Windward Islands, Trinidad and Tobago, British Honduras, Bermuda, St. Helena, Cyprus, Gibraltar, Gambia, Gold Coast Colony, Lagos, Sierra Leone, Southern Nigeria, Basutoland, Orange River Colony, Transvaal Colony, Mauritius, Seychelles, Federated Malay States, Straits Settlements, Hong-Kong, Fiji, and the Falkland Islands. Replies have been received from twenty-one of these colonies.

Application was also made to the British South Africa Company and to the British North Borneo Company for information concerning Southern Rhodesia and British North Borneo and Labuan respectively. The British South Africa Company requested their former Inspector, Mr. H. E. D. Hammond, to prepare the report, which is published in Volume 13. The Chairman of the British North Borneo Company forwarded to the Board of Education a letter from the Governor stating that the only schools in the Colony were those maintained by the Mission of the Roman Catholic Church*, and of the Society for the Propagation of the Gospel in

* Some information about the work of the Roman Catholic Mission in Borneo will be found in the paper on Industrial Education in Catholic Missions, which appears in Volume 14.

Foreign Parts, and assisted by small Government grants. The Board desire to acknowledge with gratitude their indebtedness to the officials of these two chartered companies for the supply of the desired information.

In order to give greater completeness to this record of the experience gained through the action of the State in relation to the education of native races, a request was addressed to the Foreign Office asking that the Board might be favoured with information as to the educational conditions prevailing in the following Protectorates, which were under the administration of that office, viz. East Africa Protectorate, Central Africa Protectorate, and Uganda. Replies regarding the East Africa Protectorate and Uganda are published in Volume 13. H.M. Commissioner and Consul-General for British Central Africa replied that the time had not yet arrived for the establishment of any general system of native education in the Protectorate, and added that such education as was carried on was mostly in the hands of the various missions.

Before communicating with the Foreign Office the Board had realised the important part played by mission bodies of various denominations and nationalities in the education of the native races within the Empire, and had already approached many of the societies engaged in the prosecution of this work with a request for some statement as to the results of their experience. While the Board regret that from a variety of causes many promises of help from individuals and societies whose co-operation would have greatly added to the fulness and value of the present record have remained unfulfilled, they feel satisfaction in being able to publish the interesting series of papers which are included in the volumes, and they take this opportunity of offering their thanks to those persons who have assisted them. It will be noticed that four of the papers contain information about educational work undertaken by missions in India. It will, of course, be realised by all readers that these reports do not present an exhaustive account of the provision made in that great dependency for the education and training of natives for industrial and agricultural pursuits. Each of the provinces and chief native states of India has its own organised system of public education, which provides not only places of general education, but also many technical institutions admirably adapted to satisfy the needs of an industrial population. Further information as to these will be found in the Fourth Quinquennial Review (Progress of Education in India 1897-1898-1901-1902, 2 volumes, Cd. 2181, 2182) issued by the India Office in 1904, and in the annual reports on education issued by the various provinces.

In conclusion, the Board desire to express their cordial thanks to the officials of the colonies who have so kindly undertaken the preparation of the reports now published.

Office of Special Enquiries and Reports,
January, 1905.

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Prepared from materials supplied by the Department
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D. Seychelles—**The System of Education in Seychelles - -**

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2. **Educational Work in Livingstonia, with special reference to the Effects of Manual, Industrial and Agricultural Instruction - - - -**

By the Rev. J. Fairley Daly, B.D., Hon. Secretary of the Livingstonia Mission. (United Free Church of Scotland)

3. **The Educational Work of the Blantyre Mission in British Central Africa - - - -**

Prepared from materials supplied by the Church of Scotland Foreign Mission Committee.

4. **The Education of Natives in South Africa - -**

By Lieut.-Colonel Sir Marshal J. Clarke, K.C.M.G., Imperial Resident Commissioner, Southern Rhodesia.

5. **On Native Education—South Africa - - - -**

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BIBLIOGRAPHICAL NOTE.

Since the preceding pages have been in type, it has been suggested to the writer that it would be useful to English students if something in the nature of a bibliography of Russian education were appended to this Report. In attempting to comply with this suggestion to the best of his ability, the writer would wish to remind his readers that the preparation of anything like a complete bibliography of the subject is obviously out of the question for anyone not living in Russia, and having access to a well-equipped pedagogical library. He has even found it impracticable, in the midst of official duties which confine him for the most part to rural Wales, to enumerate all the sources of information which have been drawn upon in the compilation of this Report. All that will be attempted, therefore, in this note is to indicate the main sources and authorities which must be consulted by any student of Russian education. Further bibliographical details, however, will be found in some of the works named below (e.g. in those of Miliukov and of Falbork and Charnoluski, and appended to the articles of the *Entsiklopedicheski Slovar*).

I. *Bibliography of the History of Russian Education.*

No complete history of Russian education has yet been written, General even in Russian. The brilliant sketch of its development which fills the three concluding chapters of Part II. ("Church and School") of Miliukov's "Studies in the History of Russian Culture" (*Ocherki po Istorii Russkoi Kultury*. SPB, 1897) is the best, and almost the only, attempt to deal with the subject as a whole. With this sketch may also be read certain sections of the article on "Russia" in Brockhaus and Ephron's *Entsiklopedicheski Slovar* (vols. 54 and 55), especially the section on "Enlightenment" (*Prosvestchenie*), by M. Mizhnev, and that on "Russian Science" (*Russkaia Nauka*).

Apart from these general accounts of the history of Russian education, the student may obtain much assistance from certain works dealing with special periods, or with particular grades or aspects, of education in Russia. For the history of primary education the first chapter of Falbork and Charnoluski's "Popular Education in Russia" (*Narodnoe Obrazovanie v Rossii* SPB, † 1889) is invaluable; and the article on "Elementary Popular Instruction" (*Nachalnoe Narodnoe Obrazovanie*), contributed by the same authors to volume 40 of Brockhaus and Ephron's Encyclopædia, may also be consulted with advantage. Wessel's articles on primary education entitled "*Nachalnoe Obrazovanie i Narodnyiia Uchili-sha v Zapadnoi Evropé i v Rossii*," which appeared in the *Russkaia*

Shkola for 1891 (May to December numbers) are also interesting and instructive from the historical point of view.

Secondary
Education.

For the history of secondary instruction no single work covering every period can be indicated. But the schools of the eighteenth century whether of the primary or secondary grade are described for us in two books by Count D. Tolstoi, one dealing generally with the state of education in Russia during that century (*Vzgliad na uchebnuiu chast' v Rossii v xviii stoletii.*, SPB, 1883), the other treating specially of the schools created by Catherine the Great (*Gorodskiiia uchilistcha v tsarstvovanie Imperatritsy Ekateriny II.*, SPB, 1886). A German translation of the latter work by P. von Kügelgen appeared in 1887 under the title of "*Die Stadtschulen während der Regierung der Kaiserin Katherina II.*" Demkov's History of Russian Pedagogy (*Istoriia Russkoi Pedagogii*, SPB, 1897), of which only the first two parts are published, covering the period from the earliest times to the end of the eighteenth century, contains much valuable information with respect both to educational thought and the actual condition of culture during the times of which it treats. There is a valuable essay on Betski and his influence over the pedagogical ideas of Catherine in Stoiunin's Collected Pedagogical Essays (SPB, 1892), entitled "*Razvitie Pedagogicheskikh Idei v Rossii v xviii stoletii.*" The history of the secondary schools of Russia during the first three-quarters of the nineteenth century is traced by Schmid in this "*Istoriia srednikh uchebnykh zavedenii v Rossii*" (SPB, 1878), a full account compiled mainly from official documents, which spares the student much labour of reference to original sources, and has been of considerable service to the present writer.

University
Education.

The best monograph on the history of University Education is that of Professor Ikonnikov, which appeared in the *Vestnik Evropy* for 1876 (Nos. 9-11) under the title of "The Russian Universities in connection with the progress of general culture" (*Russkie Universitety v sviazi s khodom obshchestvennago obrazovaniia*). The information given by Professor Ikonnikov may be supplemented by reference to special histories of the different Russian Universities. Of these only the History of the St. Petersburg University, by Gregoriev (*Imperatorskii S. Petersburgskii Universitet v techenie pervykh piatidesiati let ego suschestvovaniia*, SPB, 1870) and the History of the University of Dorpat, by Professor E. V. Tsvetukhov (*Imperatorskii Iurievskii, byvshii Derptskii, Universitet za sto let ego suschestvovaniia, 1802-1902*. Dorpat 1902) have been used for the purposes of this Report; but good histories of the Universities of Moscow and Kharkov also exist. A detailed account of the deliberations which preceded the re-organisation of the Russian Universities in the early years of Alexander III.'s reign is to be found in an official brochure published in German at Leipzig, entitled "*Die Reform der russischen Universitäten nach dem Gesetz vom 23 August, 1884.*"

Women's
Education.

For the history of girls' and women's education the chief authority is E. Likhacheva's "*Materials for the history of Female Education*

in Russia" (*Materialy dlia Istorii Zhenskago Obrazovaniia v Rossii* SPB, 1899), a work which is unfortunately still unfinished. The English reader may consult an excellent article on this subject by Princess Kropotkin in the *Nineteenth Century* for January, 1898. A work by Mme. Annenskaia, dealing with the history of Women's Higher Education in St. Petersburg, appeared in connection with the celebration in 1903 of the 25th anniversary of the Women's Courses in that city; and the April, May, and June Nos. of *Russkaia Shkola* for 1904 contained articles on the same subject from the pen of M. P. G. Mizhnev.

All the above accounts of Russian education are more or less partial in their scope, and for the purpose of the general student have to be eked out and pieced together by reference to official records and other primary sources of information. The various enactments and Governmental ordinances relating to education are collected together in the officially published *Sbornik Postanovlenii po Ministerstvu Narodnago Prosvestcheniia* (2nd ed., 1875, etc., in progress: 13 vols. down to 1896). The explanatory memoranda which accompany the various projects of law and which are reprinted in these volumes are especially valuable to the historical student. The companion collection, *Sbornik Rasporiazhenii*, contains the record of less important administrative arrangements. Among other official sources of information the "Journal of the Ministry of Public Instruction" (*Zhurnal Ministerstva Narodnago Prosvestcheniia*), which has been published since the thirties, also occupies an important place. Much assistance is also to be derived from certain reports, which have been published from time to time by the Ministry of Public Instruction, covering particular periods of time or dealing with special educational subjects. Such are Uvarov's account of the first ten years of his ministry (*Desiatiletie Ministerstva Narodnago Prosvestcheniia*, 1833-1843; republished at SPB in 1864); the "Observations on the Project for a General Statute for the Russian Universities" (*Zamechaniia na proiekt obshchago Ustava Imperatorskikh Rossiiskikh Universitetov*, 2 Parts, SPB, 1862); a similar collection of observations on the projected Schools Statute (*Zamechaniia na proiekt ustava obshche-obrazovatelnykh uchebnykh zavedenii*, SPB, 1862); the Minutes of the discussions in the Scientific Committee on the Schools' Statute (*Zhurnaly zasedanii uchenago komiteta po razsmotreniiu ustava uchilistich*, SPB, 1863); the Review of the Work of the Ministry of Public Instruction during the years 1861-1864 (*Obzor deiatelnosti Ministerstva Narodnago Prosvestcheniia 1861-1864*, SPB, 1865); an historical monograph on private schools (*O polozhenii nashikh chastnykh uchebnykh zavedenii*, SPB, 1867); the "Review of Bogolepov's Ministry" (*Kratkii Obzor deiatelnosti Ministerstva Narodnago Prosvestcheniia za vremia upravleniia pokoinago Ministra Bogolepova*, SPB, 1901). The contemporary history of all kinds of educational institutions under the Ministry of Public Instruction may be traced in the periodical Reports of the Minister (*Izlozheniia iz Vsepoddanneishikh Olchetov Ministra Narodnago Prosvestcheniia*). Similarly the reports of the High

Procurator of the Holy Synod contain an account of the Academies, Seminaries, and Schools administered by that Department (*Vsepodannneishie Otchety Ober-Prokurora Sviateishago Sinoda po Vedomstvu Pravoslavnago Ispovedaniia*).

The centenary of the establishment of the Ministry of Public Instruction was marked by the issue in 1903 of a full official History of the Ministry from 1802 to 1902 (*Istoricheskiĭ Obzor deiatelnosti Ministerstva Narodnago Prosvetcheniia 1802-1902. Sostavil S. V. Rozhdestvenskiĭ*, SPB, 1902). Unfortunately this work appeared when the Historical Sketch which forms the first chapter of the present volume was already in print, but considerable use has been made of it in the writing of the Appendix to that chapter.

General
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I's reign.

Much incidental light on the subject of Russian education may be obtained from works dealing with Russian culture generally, from biographies, and from books of general literature. Pypin's "History of Russian Literature" (*Istoriia Russkoi Literatury*, 4 vols., 2nd ed., SPB, 1902) is very valuable from this point of view, especially for the earlier periods. The same author's "Social Movement under Alexander I." (*Obstchestvennoe Dvizhenie v Rossii pri Aleksandrĭ I.*, 3rd ed., 1900) is equally indispensable to the student. The best available account of the ukaz of 1809 and its effects is to be found on pp. 176-186 of the first volume of Count Korf's *Life of Speranski (Zhizn Grafa Speranskago*, 2 vols., SPB, 1861). A good deal of information as to the state of education in Alexander I.'s time may be gleaned from outside sources, such as Mme. de Staël's "*Dix Années d'Exil*" and those of Count Joseph de Maistre's writings which were composed during his residence in St. Petersburg. The fortunes of the Lancasterian Schools of Russia are very well reflected in the letters and biography of William Allen, the Quaker (*Life of William Allen, with Selections from his Correspondence*, 3 vols., London, 1846). Count D. Tolstoi's "History of Roman Catholicism in Russia" (*Rimskii Katolitsizm v Rossii*, 2 vols, SPB, 1876) gives a good account of the Jesuit schools. The *Life of Magnitski* (SPB, 1865), by E. Theoktistov, is useful for the study of the re-action in the latter half of the reign of Alexander I.

Education
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Nicholas I.

For the general movement of thought during the reign of Nicholas I. there is no lack of information. We may mention especially Herzen's *Byloe i Dumy* (London, 1861, 3 vols.); P. Annenkov's "A Remarkable Decade" (*Zamechatelnoe Desiatletie*, 1838-1848), which appeared first in the *Vestnik Evropy* for 1880, Nos. 1-5, but is now separately issued; A. Stankevich's "Life of Granovski" (Moscow, 1869); and Pypin's "Life and Letters of Belinski" (*Belinski, Ego Zhizn i Perepiska*; SPB, 1876). The best analysis of the questions involved in the controversy between Slavophiles and Westernists is contained in two articles by Professor Paul Vinogradoff, one on "I. Kireevski and the Beginnings of Moscow Slavophilism," which was printed in No. 11 of *Voprosy Filologii i Psikhologii* for 1892, and the other on Granovski, which appeared in *Russkaia Mysl* for April, 1893. The biographical sketch of S. V. Eshevski by Bestúzhev-Riumin, which is prefixed to the

collected edition of Eshevski's Works (Moscow, 1870; 3 vols.) contains an admirable description of life at the Moscow University during the forties.

From the accession of Alexander II. onwards the sources of information are abundant and various, though it is possible to regret that more has not yet been done to sift and organise them. A vigorous pedagogic literature now arises, and current questions of educational politics are discussed in the public press by writers of mark—many of them also active workers in the field of education—such as Pirogov, Ushinski, Korf, Stoiunin, and Leo Tolstoi*. These are, however, but a few distinguished names out of many which might be mentioned. The general periodical press now becomes increasingly used for the discussion of educational subjects, and no study of any of the great questions which have been debated in relation to all grades of public instruction can be undertaken without reference to important articles which have appeared in the *Vestnik Evropy*, the *Ruskii Vestnik*, the *Russkaia Mysl*, the *Novoe Vremia*, the *Russkiiia Vedomosti*, the *Moskovskiiia Vedomosti*, and other journals of similar standing. We shall not attempt here to single out articles for special mention; many will be found referred to incidentally in the preceding pages. It may, however, be useful to mention that Katlov's articles in the Moscow Gazette on the classical controversy of the sixties have been reprinted in a separate volume entitled "Our Educational Reform" (*Nasha Uchebnaia Reforma*, Moscow, 1890). A good statement of the anti-Katkovian position is contained in Professor Modestov's "School Question" (*Shkolnyi Vopros*, SPB, 1880). A convenient account of the general development of Russian educational thought since the sixties will be found in M. P. Kapterev's "Modern Russian Pedagogy, its main ideas, tendencies, and representatives" (*Novaiia Russkaia Pedagogiia, eia glavmeishiia idei, napravleniia i deiateli*, SPB, 1898).

No student of Russian education can afford to neglect the valuable side-lights which are thrown upon the subject by incidental references occurring in general Russian literature. It is entirely in accordance with the practical and realistic spirit of Russian writing that most of the great Russian authors from Kantemir downwards should have interested themselves strongly in questions of public and private education. Lomonosov, Von Wizin, Karamzin, Pushkin, Zhukovski (the tutor of Alexander II.), Turgenev, Dostoevski and Leo Tolstoi are the most important names to mention in this connection. Most of these wrote directly on the educational or pedagogical questions of their day; but several of them (e.g.,

* Pirogov's *Essays* (*Sochineniia N.I. Pirogova*, 2 vols., 2nd ed., 1900); Ushinski's *Collected Essays on Educational Subjects* (*Sobranie pedagogicheskikh sochinenii K.D. Ushinskogo*, SPB, 1875); "The Work of our Schools," by Baron Korf (*Nashe shkolnoe delo*, Moscow, 1873); Stoiunin's *Pedagogical Essays* (*Pedagogicheskaia Sochineniia*, SPB, 1892). The gist of Leo Tolstoi's educational theories may be found in two French translations from his writings, viz., "*La Liberté dans l'École*" (Paris, 1888) and "*Le Progrès de l'Instruction Publique en Russie*" (Paris 1890).

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Von Wizin, Pushkin, Turgenev, Dostoevski, Tolstoi) have in addition left us in their imaginative works, pictures of educational conditions which have all the value of authentic contemporary documents, or have exhibited to us in an artistic literary form the pedagogic ideals which are latent in Russian thought.

For the educational history of Poland and the North Western provinces we have relied mainly upon the official sources enumerated above, particularly upon the work of Rozhdestvenski. For the reign of Alexander I. the memoirs of Prince Adam Czartoryski published at Paris in 1887 are very instructive; and for a discussion of some of the present day problems of Polish education the reader may be referred to the last chapter of "Polish Questions of the Day" by V. Stasovich and E. Pilz (*Ocherednye Voprosy v Tsarstve Polskom: Etudy i izsledovaniia*, SPB, 1902). As regards the Baltic Provinces, we have already mentioned Tsvetukhov's History of Dorpat University, which is valuable for the history of education generally in the Provinces. Some interesting details as to school and University life in the Baltic Provinces during the reign of Alexander I. are to be gleaned from the Autobiography of the celebrated naturalist, K. E. von Baer (*Nachrichten über Leben und Schriften des Herrn Geheimraths Dr. Karl Ernst von Baer, mitgetheilt von ihm selbst*, SPB, 1886). Baer, who was an Esthonian German, was at the Ritter-und Domschule of Reval from 1807-1810, and at the University of Dorpat from 1810-1814. Very valuable information, especially as to the course of events in the eighties and nineties, is to be found in an address entitled "Some data and considerations as to the progress of the Russian Language at the University of Dorpat in the Nineteenth Century" (*Neskolko dannykh i soobrazhenii ob uspekakh russkago iazyka v Iurievskom (b. Derptskom) Universitetie v istekaiustchem stoletie*. Dorpat, 1889). The following works are also useful: *Fünfzig Jahre russischer Verwaltung in den baltischen Provinzen* (Leipzig, 1883), written from the standpoint of the Baltic gentry, and containing among other things a good account of the rise and progress of the young Lettish movement: *Reise im Europäischen Russland in dem Jahren 1840 und 1841*, by Professor J. H. Blasius (Brunswick, 1844); *Nordische Bilder*, by Eduard Osenbrüggen (Leipzig, 1853); *Zustände und Eigentümlichkeiten der baltischen Provinzen Russlands* (Bautzen, 1865); *Sbornik Materialov i Statei po istorii Pribaltiiskago kraia* (SPB, 1876). The pro-German view of the changes of the eighties and nineties is represented by a great number of brochures, of which the most important from the standpoint of educational history is *Ein verlassener Bruderstamm* by "Balter" (Berlin, 1889).

II. Bibliography of Present Organisation.

For the study of the existing organisation of Russian education an enormous mass of material exists, much of which can only be described here in general terms. The most convenient of the

general sources of information is the article on Education which forms the first chapter of Section VII. of M. V. I. Kovalevski's book prepared for the Paris Exhibition, "Russia at the end of the Nineteenth Century" (*Rossia v kontse deviatnadsatogo Veka*, SPB, 1900). The information contained in this work may be supplemented from other special brochures written for the same occasion, among which we may mention particularly *Aperçu de l'Enseignement Supérieur en Russie*; *Aperçu sur l'Instruction Médicale des Femmes en Russie*; *Les Cours d'Études Supérieures pour Femmes en Russie*; and other pamphlets in French and Russian dealing with university and higher education. The Ministry of Public Instruction publishes from time to time a detailed account of the various educational institutions under its control, under the title of *Uchebnyia Zavedeniia Vedomstva Ministerstva Narodnago Prosvestcheniia* which is useful for statistical purposes. As far as primary education is concerned, however, the official "Statistics of Primary Education" (*Statisticheskiia Svedeniia po nachalnomu obrazovaniiu v Rossiiskoi Imperii, Dannnyi 1898 goda*) is the most important source of information available. The second and succeeding chapters of Falbork and Charnoluski's book (mentioned above) on "Popular Education in Russia" are full of instructive matter. Much information as to all grades of education may be obtained from M. E. Kovalevski's account of the Educational Section of the Nizhni Novgorod Exhibition of 1896 (*Narodnoe Obrazovanie na Vserossiiskoi Vystavke v N-Novgorodé*, SPB, 1897). Two non-official books of reference are indispensable for the study of primary education, viz.: Falbork and Charnoluski's *Nastolnaia Kniga po Narodnomu Obrazovaniiu* (2 vols., SPB, 1901); and A. S. Prugavin's *Zakony i Spravochnyiia Svedeniia po Nachalnomu Narodnomu Obrazovaniiu*, SPB, 1898).

For technical instruction of all kinds and grades, the main authority is the official publication of the Ministry of Public Instruction, *Sbornik Materialov po Tekhnicheskomu i Professionalnomu Obrazovaniiu* (8 vols., SPB. 1895-1897). With these should be mentioned the important work of M. I. A. Anopov, viz.: his "Survey of the Materials for the study of the present condition of technical instruction in Russia" (*Opyt sistema-ticheskago obozreniia materialov k izucheniiu sovremennago sostoiianiia sredniago i nizshago tekhnicheskago i remeslennago obrazovaniia v Rossii*, SPB, 1889); and two shorter brochures on higher and secondary technical educational by the same author, entitled respectively, *Po Voprosu o merakh k naibolee bystromu, s naimenshimi zatratami, rasprostraneniui v nashem otechestvie vysshago spetsialnago obrazovaniia* (SPB, 1897); and *Po Voprosu o Srednei Obshcheobrazovatelnoi Shkolé* (SPB, 1900). The English reader will find a useful account of the Secondary and Lower Technical Schools of the Ministry of Public Instruction in No. 162 of the Foreign Office "Reports on Subjects of General and Commercial Interest." Information as to agricultural schools and colleges may be obtained from the official publications of the Ministry of Agriculture and Imperial

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Domains, especially from the series entitled *Sbornik Svedenii po Selskokhozaistvennomu Obrazovaniiu*.

The principal source of information on the Commercial Schools under the Ministry of Finance is the series of official publication of the Educational Section of that Ministry issued under the title of *Materialy po Kommercheskomu Obrazovaniiu* (4 vols., SPB, 1901-1905). Very useful also is the Report of the Fourth, or Commercial Education, Section of the Third Congress on Technical and Professional Instruction in Russia (2 parts, Moscow, 1904). Valuable details concerning the Moscow schools and classes are contained in the annual reports of the Moscow Society for the Spread of Commercial Instruction.

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Details of the external organisation of the various educational institutions of Russia must be sought in the individual statutes by which they are governed. These are in all cases separately issued, but in the case of the schools and colleges under the Ministry of Public Instruction they may also be found in the *Sbornik Postanovlenii*, or in the special official publications on Technical Education which have just been mentioned. Information as to the scope and nature of the instruction given in each institution is contained in their official programs of studies. The nature of these programs may be judged, in the case of the secondary and primary schools, from the extracts given in the appendices to Chapter II. of this Report. Corresponding information as regards the universities may be obtained from the *Obzreniia Prepodavaniia Nauk* which are published annually for each university, and from the faculty programs. The regulations for such matters as the award of bursaries, examinations, the counting of terms, etc., and the disciplinary rules laid down for students are contained in a separate publication, entitled *Pravila dlia Studentov i Storonnikh Slushatelei Imp. Rossiiskikh Universitetov*. Much information as to the inner life of various educational institutions may be derived from their official hand-books (*Pamiatnyia Knizhki*) and reports, and the journals of their councils; also from the reports of committees of literacy, or of societies maintaining schools, assisting needy scholars, organising school-colonies, and the like. The reports of proceedings on anniversary days (*godichnye Akty*) of universities, academies, and schools, are also frequently useful. Details of the work done by educational institutions of all kinds, and of their actual condition are given in the Reports of the Minister of Public Instruction, the High Procurator of the Holy Synod, the Curators of Educational Districts,* and the Provincial Governors. As far as the primary schools are concerned, the reports of the standing committees of school management acting under the municipalities and zemstvos are sometimes of great interest and value. A general

* The reports of the Caucasus District, which for over twenty years enjoyed the advantage of the enlightened guidance of M. Cyril Yanovski as Curator, deserve special mention. A concise account of this District under M. Yanovski's Curatorship is given by District Inspector Schönherr in his "*Recueil de Données Statistiques sur les établissements d'instruction publique de l'Arrondissement Scolaire du Caucase pour une période de vingt ans, 1878-1898.*" (Tiflis, 1899).

review of the educational work of the zemstvos appears annually in the *Russkaia Shkola* from the pen of Mr. Belokonski. The reports of Eparchial School Councils may be consulted for information as to the progress of the Church parochial schools.

A few books may here be mentioned which deal with special aspects of popular instruction in Russia. The Sunday School movement is described by Mr. Ia. V. Abramov in "Our Sunday Schools, their past history and present position" (*Nashi Voskresnyia Shkoly, ikh proshloe i nastoiashchee*, SPB, 1900). A "Chronicle of Sunday Schools" appears regularly in the *Russkaia Shkola* under the supervision of Mesdames Alchevskaia and Soltykova; and the last named lady issued in 1900 a résumé in French of these articles for the Paris Exhibition, under the title of "*Chronique des Écoles du Dimanche.*" Agencies auxiliary to the primary school (village libraries, book-stores, Sunday schools, and recapitulatory classes) are described by Mr. V. P. Vakhterov in his *Vneshkolnoe Obrazovanie Naroda* (Moscow, 1896); and similar subjects are also treated in Mr. A. S. Prugavin's *Zaprosy Naroda i Obiazannosti Intelligentsii v oblasti prosvestcheniia i vospitaniia* (SPB, 1895), and also in a collection of articles published at Moscow in 1902, under the title of *Vseobshchee Obrazovanie: Sbornik Statei*. Public readings form the subject of a special article, entitled *Narodnyia Chteniia*, in Brockhaus and Ephron's Encyclopædia, vol. 40, pp. 594 ff. For the problems involved in the education of the non-Russian population the reader may consult an official collection of papers published at St. Petersburg in 1869 under the title of *Sbornik Dokumentov i Statei po Voprosu ob Obrazovanii Inostrantsev*; the letters of Ilminski to Pobedonostsev (*Pisma Nikolaia Ivanovicha Ilminskago*, Kazan, 1898); and also one of the Paris Exhibition brochures, published under the title of "*Quelques Renseignements sur l'Instruction des Indigènes de la Russie Orientale*" (SPB, 1900) by Mr. Bobrovnikov, Director of the Kazan Training School.

III. Bibliography of Current Educational Questions.

The present day problems of Russian education, to which the last three chapters of this report are devoted, must be studied for the most part with the assistance of articles appearing in the current periodical press. Questions of both primary and secondary instruction are well treated in the two pedagogical monthlies, the *Russkaia Shkola* and the *Vestnik Vospitaniia*, the former of which is published at St. Petersburg, and the latter at Moscow. The primary schools under the Ministry of Public Instruction have their own organ in the *Russkii Nachalnyi Uchitel* (The Russian Primary Teacher), edited by Mr. V. V. Latyshev, Director of Primary Schools. The interests of the Church schools are represented by the *Narodnoe Obrazovanie*, published by the press of the Holy Synod. The larger aspects of educational politics frequently form the subject of articles in the ordinary newspapers and magazines. It is in the general periodical press that the more important articles dealing with university

questions are published. We may here note a few of recent date which have been largely used in the writing of Chapter V of this report. *Russkaia Mysl*, April, 1897, "Universitet i Studenchestvo" by Prince S. N. Trubetskoi; *ibid.*, Feb. 1898, "Universitet i sredne-obrazovatelnaia shkola"; *Vestnik Evropy*, Oct., 1901 "Uchebnoe delo v nashikh Universitetakh" by Professor Paul Vinogradoff; *Pravo*, articles on the universities by R. K. Arsenov in No. 9, and by R. Mikhalevich in Nos. 42 and 43 of the volume for 1899. M. Giliarov-Platonov's "University Question" (*Universitetskii Vopros*, 1903) treats the subject from the conservative point of view.

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M. Cyril Yanovski's "Thoughts on Education and Teaching" (*Mysli o Vospitanii i Obuchenii*, SPB, 1900) deals with problems of education of every grade in a practical spirit born of long experience in educational work. Professor Skvortsov's "Intrinsic Weaknesses in our Educational System" (*Nedugi nashego uchebnago dela*, Moscow, 1896), also surveys the whole field of education, university, secondary and primary. There is much suggestive matter, especially in relation to university and secondary education, in M. Rozanov's Essays entitled, "The Twilight of Enlightenment" (*Sumerki Prosvestcheniia*, SPB, 1899). The transactions of the Moscow Pedagogical Society, now annually published under the title of *Voprosy Obrazovaniia i Obuchenii*, are invaluable for the study of current pedagogical questions, particularly those affecting the primary and secondary schools. The general attitude of this Society towards the existing organisation of secondary instruction is one of criticism, especially with regard to the place assigned to classical teaching in the gymnasia. The conservative view of the latter question is stated by Count Kapnist in his "Classicism as the necessary basis of instruction in the gymnasium" (*Klassitsizm kak neobkhodimaa osnova gimnazicheskago obrazovaniia*, Moscow, 1891). The ideals of the Church party in primary education may be best gathered from M. S. A. Rachinski's "Rural School" (*Selskaia Shkola*, 3rd ed., SPB, 1898), with which should also be read Chapters 6 and 10 of M. Podedonostsev's *Moskovskii Sbornik* (4th ed., Moscow, 1897). Another book treating on the same question is that of Protoierei Peter Smirnov, entitled "The Church Parochial School: its decay in Western Europe and its importance for Russia" (*Tserkovno-Prikhodskaia Shkola: Upadok cia na zapade Evropy i znachenie dlia Rossii*, 5th ed., SPB, 1894). The question of the provision of universal instruction for the people is very fully dealt with in M. V. P. Vakhterov's *Vseobstchee Obuchenie* (Moscow, 1897), as well as in the collection of articles referred to on the preceding page (*Vseobstchee Obrazovanie*, Moscow, 1902).

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