

KAZAN IMPERIAL UNIVERSITY – SOCIO-PEDAGOGICAL SPACE OF LEGAL EDUCATION FORMATION IN THE KAZAN PROVINCE OF THE EARLY 19TH CENTURY

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Relevance of the research problem is determined to the necessity of studying the historical experience of legal education formation in Russia and the specific experience of provinces as parts of Russia in 19th century. It assumes the solution of the present stage priority tasks of the national education system development one of which is integration of the Russian education system into world system based on global, national and regional trends. The purpose of the paper is to identify the socio-pedagogical features of the legal education system formation in the Kazan province in the early 19th century. The leading approach to the study of the problem is historical and pedagogical method. The main results of the study are to determine and to identify the socio-pedagogical features of the Kazan Imperial University activity as an educational space of legal education formation as an integral part of All-Russian system of higher education. The paper materials may be of scientific and practical interest for experts involved in legal education issues of the Russian Federation, the Republic of Tatarstan and its history.

Keywords: history, legal education, Kazan Imperial University, moral sciences, political sciences.

INTRODUCTION

Modern Russian society needs highly educated, moral, enterprising lawyers, who are able to make independent decisions in a situation of choice, capable to constructive legal cooperation with a sense of responsibility for the state and the constitutional future of the country. Expectations of students wishing to live in civil society, legal state and take competent part in their creation are imposed on the system of legal education. In this regard, comprehensive and depth modernization of the legal education quality is the imperative educational policy in Russia, its main strategic direction today (Simaeva, 2012; Tsaliev 2014; Usmanov, 2004). Therefore, it is not only appropriate but also necessary to turn to historical experience of the legal education system formation in Russia.

The history of Kazan University formation as an educational space was full of difficulties and contradictions. It was opened on the imperial order of Emperor Alexander I in 1804, the University was defined as an educational institution serving state purposes (Approval Charter of Kazan Imperial university 1804, Statute of Imperial Kazan University 1804).

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RESEARCH METHODOLOGY

Historical and theoretical research methods, scientific method of pedagogical and historical literature multivariate analysis on the research problem are used in the paper.

By means of historical method on the basis of the actual material studying and selection, the process of legal education origin in the Kazan province of the early 19th century is traced, reveals the range of ideas, positions, attitudes, meanings to be analyzed and generalized.

The theoretical method was used for historical and pedagogical position development on the basis of which the reproductive and prognostic predictive analysis of sources and literature characterizing the process of legal education formation was carried out.

Comparative historical analysis, historical and retrospective method, method of actualization, statistical method (X^2) for quantitative materials processing were also used in the paper.

RESULTS

In January 1811 the University held its first elections of a rector, deans of the four faculties and members of the Gymnasium committee, but for a number of objective and subjective reasons elections were declared null and void. Kazan University was again with the director I.F. Yakovkin and without deans.

On September 16, 1812 by the decree in the name of the Senate a chamberlain, an employee of Ministry of Foreign Affairs M.A. Saltykov was appointed as a Trustee of Kazan Educational District. After arriving at its destination M.A. Saltykov found that entrusted to him University and Gymnasium eke out miserable existence (RSHA, F.733). He believed that University self-governance has the best resistance to arbitrariness and abuses, carrying out active work on arrangement of the University and bring it into conformity with the Statute, he achieved the election of a rector and deans. In 1814 professor I.O. Brown was elected as a rector and officially approved. Shortly after the election of a rector on July 5, 1814 the grand opening of Imperial Kazan University took place.

In 1817, Ministry of Public Education was merged with the Department of Religious Affairs of Foreign Confessions and Holy Synod. Prince A.N. Golitsyn became a minister. Speeches of officials increasingly resembled a sermon. Government policy in the field of education changed the course, combining religious and scientific knowledge.

In January 1819 the rector of Kazan University I.O. Brown died. Without clear guidance and support of the local community the material part of Kazan University fell into decay. Available structures were not adapted to conduct classes (RSHA, F.733).

The teaching staff of the university by this time consisted of 14 ordinary and 12 extraordinary professors, and the majority of young teachers were graduates of Kazan University. The training was conducted at the faculties: Moral and Political, Medical, Philology, Physical and Mathematical Sciences. The professors at the Moral and Political Sciences faculty were: ordinary professor G.I. Solntsev, E.V. Wrangel, P.A. Tseplin, extraordinary professors P.S. Kondyrev, I.E. Sreznevskiy, associate professor N.M. Alekhin.

The Statute of 1804 prescribed the university maintenance of educational and supporting institutions. The library, institutions, clinics, classrooms were among them. The library catalogue related to 1808 survived. It contains the titles of some 3434 works (NART, F.92). By 1818, the library contained 17500 volumes (Vishnyakova, 1989). However, there was a lack of literature on a number of disciplines taught at the University, including on a number of Russian legislation branches.

Two printing houses operated at Kazan University - Russian and Asian. "Asian printing house" was more profitable (Karimullin, 1971). By efforts of university teachers one of the first Russian provincial newspapers - "Kazan Gazette" (1811 - 1820) was published in Kazan where, among other materials were placed results of judicial practice, meteorological and astronomical observations, recommendations of university lawyers, doctors, statistical information, literary miniatures. The newspaper promoted to strengthening of relations with the local population was extremely popular in the society.

In the early years, doing the will of the monarch, the University took the Gymnasium teachable students of senior classes. Subsequently, one of the former graduates his preparedness for university studies estimated as follows: "I was dragged to the university. I confess, shortage of students by the number of professors gave for many of us an opportunity to enter the University but under strict examination, we didn't even be worth to be in higher classes of the Gymnasium and not only be made in students" (Verigin, 1892).

The Statute prescribed to have at least 40 publicly funded students and unlimited number of students studying at their own expense. The Kazan Gymnasium let out less graduates, than it was required to the University. In February 1805 there were only 33 people chosen from the senior students of Kazan Gymnasium being able to listen to lectures at the University. In January 1807 there were 52 people in the list of students, in 1808 - 40, 1809 - 33, 1810 - 33, 1811 - 34 and in 1812 - 44. But not everyone written down in students really studied and the more so became graduates, after studying for a year or two, students left the University for health reasons or family circumstances, and in 1807 24 people, almost 50% of all, left the Kazan University for military service (RSHA, F.733). Distrust of the most Kazan gentry to university education of that period was due to the fact that every parent wanted to quickly attach a son "to the point" as an office employee or in a regiment.

Until 1807 there were the single educational sheets for gymnasium and university students. The University in the first years of its existence was something like a gymnasium graduating class where students were taught expanded and advanced program of gymnasium subjects without any specialization.

Position of Russia at war with France negatively affected economic situation in the country. Allocated for maintenance of 40 students sum of 8,000 rubles was really enough only for maintenance of 30 students. The Trustee Saltykov informed the Ministry on this matter. Uniform of Kazan students included shoes or boots, a blue suit and a white shirt. But cloth of the necessary color and money for its purchasing for all students wasn't enough. As a result, the uniform was sewn from the cloth that was available and cheaper (RSHA, F.733). Those who listened the compulsory program of preparatory sciences got a rudiment of medieval European universities – a sword (NART, F. 977).

In the first years of activity Kazan Imperial University represented boarding school system of training. As defined under the Statute of 1804, the sum for the publicly funded students wasn't enough, so on the resolution of S.Y. Rumovskiy, instead of "state-owned dress" and writing instruments they were provided grants (Naguevskiy, 1813 NART, F.977). In 1808 according by the offer of I.F. Yakovkin the Council approved "Rules of conduct for students and punishment for offenses". For the first offense the offender's name was written on the blackboard and exposed for three days in the bedrooms, for the second - the black board was hung out for a week, further the student got three days in a punishment cell (Bulich, 1904).

In February - March 1819 the government audit took place at Kazan University. The audit was caused by several circumstances. First, the student unrest at universities of Prussia. Foreign Ministry official A.S. Sturdza had such a judgment in this regard: "At universities everything is allowed. Youth, free from the power of laws is passed to all excesses - the fruits of free thinking and corrupt morals" (Estate-representative institutions of Russia (XVIII – the early of XX century), 1993: 97).

Secondly, Kazan University caused anxiety of ministerial officials due to frequent reports of conflicts within the University Council, administrative abuses, etc. (Vishlenkova, 1998).

In these circumstances, the University fate depended on the audit results. On April 19, 1819 the auditor M. L. Magnitskiy submitted the report of the audit. In the report he gave to the teachers of the University and the Faculty of Moral and Political Sciences characteristics, most of them positive. After examining the accounts, the conditions of life and study, attending lectures, considering the notes of students, trying the food in the university canteen, Magnitskiy made a conclusion about the need of closing the University (RSHA, F.733). But the Emperor Alexander I did not support his conclusions on the closure of the educational institution.

After the full opening of the University, life at the university slowly began to improve. Professorial corporation managed to reverse the negative and skeptical attitude to the University of the local community, the number of young people entering the University increased significantly. So in 1818 the number of students was unprecedented up to the figure of 169 people.

Professors of Kazan University performed primarily educational functions related to the students rather than were scientists. They had the task to replace parents for young men torn from their families. Education attached great importance at the university. The Kazan University community of those years looked as cohesive teaching staff. There were smart and talented N. I. Lobachevskiy, P.S. Kondyrev, I.M. Simonov, G.I. Solntsev, K.F. Fuchs, F.K. Bronner, M.F. Bartels, H.D. Fran and others.

In the modern period of narrow scientific specialization multidisciplinary of the 19th century professors activities affects, it extends from educational and training functions to the administrative and economic. Sometimes it was to the detriment of scientific activities, publications.

After the division of the University into departments the practice of scientific researches expertise was introduced. In the autumn of 1814 there was the first scientist dispute in moral-political department on a thesis of the candidate for a degree Bogdan Iona. And in December of the same year at a public dispute a thesis presented Master of the University G. I. Solntsev (Bulich, 1904). In the future scientists disputes became the norm of the university life, the tradition has kept to this day. The form of the university scientists communication with educated part of the Kazan society were joint literary soirees and public lectures.

Accordingly, by the time of the M.L. Magnitsky audit normal educational, scientific and corporate life at Kazan University began to improve. According to the order of Emperor Alexander I a number of measures on reorganization were undertaken. As a result the sum allocated for acquisition of scientific domestic and foreign literature for library was considerably increased. In 1819 the Noble Board School was founded at the University. For encouragement of graduates medals were introduced: gold for morality and four silver medals for progress (RSHA, F.733.). The Trustee created fund to support teachers and young scientists of the University, participating in internships and scientific expeditions. In September, 1819 M. L. Magnitskiy held elections of a new rector. A teacher of Moral Political Department, a lawyer G. I. Solntsev was elected (RSHA, F.733.), that marked progressive changes in the activity of Kazan University

The Alexander century in Russian education continued encyclopedic tradition of the previous century. The university community appreciated not a narrow expert, but well-educated, energetic teacher, whose functions were: carrying out studies; examination of students; audit of the district educational institutions; edition of educational literature; concern for the library and classrooms; censorship of

published literature at the University; control of students extracurricular activity; court hearings; economic affairs; exams for civil servants, and many other things. All these numerous responsibilities defined educational mission of the University of Kazan. During the studied period scientific specialization of Kazan University was also defined, the experimental base for scientific researches was created, the European experience was accustomed, the source material was gathered. By the end of the 20th years of the 19th century – the Kazan University approved itself in the local, provincial society, declared itself in world science, as integral component of the all-Russian system of higher education (Usmanov, 2006; Petrov, 2000). Science moved beyond the capital cities to the banks of the Volga, laying a solid foundation for the national education system, strengthening the Motherland, multiplying communities of educated citizens.

During the serving of M. L. Magnitsky as the Trustee of the Kazan Educational District under the project of architect P. G. Pyatnitskiy the main building of Kazan University was constructed. Today it's the symbol of the city and the architectural landmark of the Kazan University.

DISCUSSION AND CONCLUSION

The issue touched in this research was considered mainly from historical positions. Works of scientists-historiographers of Kazan University of various eras (the end of 19th – the early 20th centuries) on studying of legal education history are invaluable (Zagoskin, 1902; Bulich, 1904; Korbut, 1930; Yemelyanova 1981).

The aspect analyzed in this research – Kazan Imperial University – socio-pedagogical space of legal education formation in the Kazan province of the early 19th century wasn't considered in scientific researches from historical and pedagogical positions, taking into account correlation of the pedagogical phenomena of the past with social and economic, legal, cultural and historical conditions of their existence.

Consequently, this research studied historical experience of legal education formation in the Kazan province of the early 19th century. Features of legal education formation in the region are revealed. Process of founding and functioning of Moral and Political Department of Kazan Imperial University as social and pedagogical space of legal education realization in the Kazan province and as a component of the all-Russian system of the higher education is analyzed.

RECOMMENDATIONS

Materials of the paper can represent scientific and practical interest, be useful for students and teachers, as well as experts involved in history and problems of legal education of the Russian Federation and the Republic of Tatarstan.

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