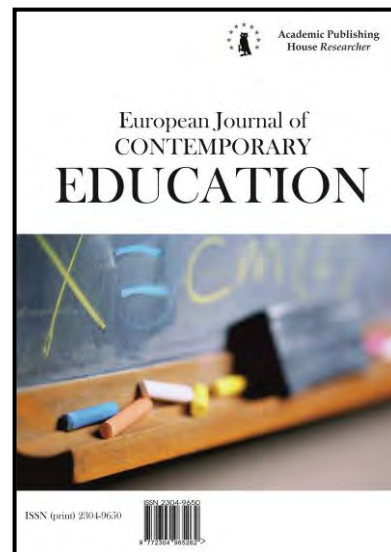




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## The Charter of Saint-Petersburg Mining University as a Historical and Cultural Document

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### Abstract

This article presents the results of the analysis of the first two Charters of Saint Petersburg Mining University. A short period of educational activity of the first higher technical educational institution in Russia is represented: from the date of the decree founding the Mining School in 1773 and the first Charter approved by Catherine II to the beginning of the XIX century, namely, 1804, the year of the second Charter. These documents are considered in their cultural and historical context, and the continuity in the implementation of education and training of mining engineers is revealed. Authors compare the Charter of the Mining School (1774) with the Charter of the Land Gentry Cadet Corps (1766), as well as the Charter of the Mining Cadet Corps (1804) with the Charter of Moscow University (1804). The Charters of the last third of the XVIII – early XIX centuries contain objective information about the formation of the higher education system in Russia. The origins of two branches of higher education in Russia, classical University and higher technical educational institution, are indicated. Within the framework of the examined texts, a range of topics and issues discussed in the Charter as in organizational and legal document is highlighted. Universal character of the Charter as a document of its time, including a description of various aspects of activities of the educational institution, is noted. Analysis of the texts showed that Charters of the Mining School and the Mining Cadet Corps determined the life order of a closed educational institution. At the heart of its work was the task of educating a new person for a state service. All this allows us to consider the Charter as a historical and cultural document of a certain period.

**Keywords:** statute of the St. Petersburg Mining University, St. Petersburg Mining school, St. Petersburg Mining Cadet Corps, Land Gentry Cadet Corps, Moscow University, higher

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education in Russia in the last third of the XVIII – early XIX centuries, educational ideal of the late XVIII – early XIX centuries.

### 1. Introduction

Saint Petersburg Mining University, the first higher technical educational institution in Russia, will celebrate its 250<sup>th</sup> anniversary in 2023. This educational institution has played an important role in the history of Russian culture and education. Due to the fact that the activities of the University are regulated by the Charter, it is worth to consider the two Charters of the Mining University (1774, 1804) and to compare them to the documents of other educational institutions of the same period.

According to the interpretation of the Comprehensive normative dictionary of modern Russian language, a charter is a set of rules that establish the procedural arrangements or application of something; a set of provisions that determine organization and operation of an institution, the rights and obligations of its members ([Kommentarii k Federalnomu zakonu...](#), 2007).

Following the common classification of official business documentation, a Charter belongs to the category of organizational and legal documents of the administrative sub-style ([Shchukina et al.](#), 2011). The Charter of an educational institution characterizes the features of the corporate culture of a particular organization.

### 2. Materials and methods

The published texts of the charters of higher educational institutions in Russia in the last third of the XVIII – early XIX centuries: published in a separate imprint – the Charter of the Imperial Land Gentry Cadet Corps (1766), the Charter of the Mining school (1774) and published in the Complete collection of laws of the Russian Empire (PSZRI) the Charter of the Mining Cadet Corps (January 1804) and the Charter of The Imperial Moscow University (November 1804) served as the material of this research.

When preparing the article, the authors used the following methodological principles: historicism, consistency and objectivity. Due to the synthesis of these principles, the model of functioning of the Charter of a higher educational institution as a cultural and historical document was presented.

The method of comparative analysis was chosen as the main method for studying the selected texts. The texts of charters as official-business style documents were compared according to the following parameters: document structure, content, and language. Within the framework of the studied texts the range of topics discussed was highlighted and coincidences and differences in the transmission of basic information were revealed.

The [Table 1](#) shows the main formal and substantive characteristics of the analyzed documents.

**Table 1.** The main formal and substantive characteristics of the analyzed documents

<b>The Charter</b>	<b>The publication date</b>	<b>The structure of the Charter</b>	<b>Organization of educational activities</b>	<b>Mission</b>
the Charter of the Imperial Land Gentry Cadet Corps	1766	Ten chapters	Five ages (three years each)	Teaching military and civil science to a cadet and educating him in a manner befitting his rank.
the Charter of the Mining school	1774	Introduction, four parts, conclusion	Seven classes (mathematical, surveying, chemical, mechanical,	“Zeal for the service to the Fatherland and love for the benefit

			mineralogical, physical, drawing)	of it.”
the Charter of the Mining Cadet Corps	January 1804	45 articles	Three age classes (lower, middle, and upper)	Providing engineering personnel for mining enterprises.
the Charter of the Imperial Moscow University	November 1804	16 chapters, 187 paragraphs	Four faculties (moral and political sciences, physical and mathematical sciences, doctors' and medical sciences, and verbal sciences)	Preparation for entering the civil state service.

The history of the formation of the Russian state system of higher technical education and the education of a new person for public service became an important object of study. Comparison of two charters of the last third of the XVIII century (the Charter of the Imperial Land Gentry Cadet Corps and the Charter of the Mining school) revealed the role of charter in determining the main mission of higher education institution. The analysis of the charters of the beginning of the XIX century (the Charter of the Mountain Cadet Corps and the Charter of the Imperial Moscow University) identified the origins of two branches of higher Russian education: the higher technical educational institution and the classical University.

### 3. Discussion

The topic of interest of this article is discussed in modern researches within the framework of historiographical and pedagogical discourse.

The historiographical discourse is represented by a significant number of researches, which can be combined into the following fields of study: historical, historical and legal, and historical and pedagogical. In particular, researchers analyze the history of legislative regulation of University education since the XVIII century, determine its secular nature, and establish the connection between University education and state service (Zipunnikova, 2009). One of many works devoted to the history of Moscow University analyses the role of the Charters in the development of the management system (Maksimova, 2014). Examining the models of institutionalized education of the XVIII century in Russia, N.R. Sidorov comes to the conclusion that the mission of institutionalized education consisted of professional training of people who performed services to the sovereign in this period; the state, embodied in the person of the Emperor and his associates, was the customer and the investor of such education (Sidorov, 2011). N.R. Sidorov points out the dominance of the «defensive» factor in the life of the state and the society, which predetermined the subordination of the civil sphere to the military. The dynamic development of military educational institutions made it possible to train personnel for the state service as well (Greibenkin, 2018).

Historical approach to the study of functioning of educational institutions has a long tradition. Russian Cadet Corps history is elaborately described in the work of A.N. Antonov. In particular, it mentions the names of some outstanding people who worked on the creation of this educational institution (the first Director Field-Marshal H.A. Minich; the future hero of The French invasion of Russia of 1812 M.I. Golenishchev-Kutuzov) or were brought up in it (the first Russian actors F.G. Volkov and I.A. Dmitrievsky; the first Russian playwright A.P. Sumarokov) (Antonov, 1906).

Collective monographs «Essays on the history of the Mining Institute (1773-1917)» and «The History of mining in Russia: XVIII-XX centuries» written by researchers at the Department of history of Saint Petersburg Mining University are based on an extensive documentary base. These books comprehend the experience of founding a Mining school as a matter of national importance, study the specifics of the educational process and present literary portraits of writers, artists, theatrical personalities, actors, educators and mining engineers. Based on the analysis of facts from the life of famous students, it was concluded that «the climate that was created in the

Mining Corps in the first quarter of the XIX century not only influenced the growth of professional skills, but also had an impact on the realization of a broad creative opportunities for graduates» (Istoriia gornogo dela., 2011; Afanasev et al., 2010). We will also point up a research that examines the historical aspect of structural and linguistic features of such an important document of the administrative sub-style as the Charter that defined the educational activities of the University (Shchukina, Egorenkova, 2019).

The first attempt of a critical analysis of Russian pedagogical system was made by M.I. Sukhomlinov (1828–1901) (Sukhomlinov, 1866). The experience of educational activities of St. Petersburg Mining School and the Mining Cadet Corps is reflected in historical researches and reviews, in official documents, etc. The first pedagogical study of the features of educational process in St. Petersburg Mining School and the Mining Cadet corps was conducted by O.N. Bondareva (Bondareva, 2017). It is also worth mentioning that the Charter is not considered as a historical or cultural document of a higher technical educational institution in existing researches.

#### **4. Results**

Analysis of the documents founding the higher education institutions of the XVIIIth century showed that there was a certain tradition of document development. First, an Imperial decree founding an educational institution was issued, and then a plan/project of its functioning was presented. For example, on July 29, 1731 Empress Anna Ioannovna signed a Decree on the Foundation of The Land Gentry Cadet Corps – the first cadet corps in Russia. On January 12, 1755, Empress Elizabeth Petrovna issued a Decree «On the establishment of Moscow University and two high schools. With the application of a highly approved project on this subject». On October 21, 1773 Empress Catherine II (1729–1796) approved the report of the Senate «On the establishment of the Mining school at the Berg-Collegium» and a plan for its organization presented by the privy councillor, Senator M.F. Soymonov (1730–1804).

Forms of European education and upbringing were gaining popularity in the XVIII century Russia. The appearance of ideas of the «new man» influenced the development of the enlightenment thought in Russia. The ideal of man was created in European culture and included the following qualities: activity, independence, rationalism and desire to transform society. In almost all educational institutions in Russia a new ideal of man – noble, honest, and moral – was established.

Ideas of European pedagogy were reflected in the creation of closed educational institutions with classical education. The study of classical languages (Latin and Greek) and mathematics, which was the basis of fundamental education, was introduced. The breadth of the scientific worldview was brought to the fore, providing an opportunity to choose the sphere of application of forces. The new educational concept was implemented in the first technical University in Russia – Saint Petersburg Mining School.

In the age of Catherine II, the age of Russian Enlightenment, educational institutions received their Charters: on September 11, 1766 Empress Catherine II signed «The Charter of the Imperial Land Gentry Cadet Corps» and on June 28, 1774 – «The Charter of the Mining school». Activities of the Imperial Moscow University, that was established for educational purposes on the model of European universities for nobles and raznochintsy, was regulated by the Draft (1755) which served as a Charter but formally was not such a document. The Imperial Gentry Corps was a closed educational institution for nobles who were sent to the state service. It seems that the Charter of the Mining school leans heavily towards the Charter of the Gentry Corps in form and content.

It is noteworthy that the tradition of high style is used in introductions of both Charters of these two educational institutions, where the goals and objectives of founding are articulated.

In the introduction to the Empress Catherine II's «Charter of the Imperial Land Gentry Cadet Corps» (1766) the goal is defined in the following manner: «To establish this Corps in such a way that the study of military and civil science was always accompanied, as an integral part of the youth, by virtuous and proper to his title education until the very graduation of the cadet» (Ustav Shliakhetnogo Korpusa., 1766). The high style of introduction is formed by a set of specific vocabulary that emphasizes the importance of state affairs carried out by the Empress:

«the benefits and welfare of the state»; «noble youth»; «the fruits of our other institutions»; «state firmness» and more.

The introduction of «The Charter of the Mining school» (1774), compiled by the Berg-Collegium, is addressed to the Empress Catherine II and is also written in a high style, containing book vocabulary with a touch of solemnity and significance; among the established collocations are: «all-generous mother of the Fatherland»; «sacrificing her comfort»; «with amazing prudence and wisdom»; «among the victories, Majesty and glory»; «her visionary eye», etc. The text is composed according to a plan: a solemn appeal to the recipient, citation of addressee's merits to the Fatherland, articulation of usefulness of science for state affairs, a general plan of the establishment of the Mining school by the Berg-Collegium, the importance of establishment the Mining school among the other deeds of the Empress. The introduction ends with a detailed metaphor: «our zeal will elevate this monument, which is not prone to decay, and which, in turn, will bring everlasting benefits, will glorify this day – a source of Russia's happiness» ([Ustav Gornogo uchilishcha., 1774](#)).

It is worth to emphasize that the text of the Charter of the Gentry Corps of 1766, written on behalf of the Empress, contains imperative constructions characteristic to the document called «decree»: «We command the Council to be»; «we entrust the Board over the corps»; «we allow to make ranks, determine salaries, compose instructions, etc». Text of the Charter of the Mining school of 1774, compiled on behalf of the Berg-Collegium, contains instructions on how to organize school activities: «the teacher must manifest the rules», «interpret the rules», «the mechanic must explain», «must explain», «the students will be examined every six months», «the class teachers are ought to teach students diligently, carefully noting the inclinations», etc.

The text of the Charter of the Gentry Corps (1766) structurally is more clearly composed. It consists of an introduction, a short conclusion and ten chapters: Chapter one. On the position of the Council of the Land Gentry Cadet Corps; Chapter two. On the Director General; Chapter three. On the order of education and training of young nobles and the first age of them; Chapter four. On the second and third ages; Chapter five. On the fourth and fifth ages; Chapter six. On examinations and awards; Chapter seven. On the police Chief and the Chief Treasurer of the Land Gentry Cadet Corps; Chapter eight. On the police Chief; Chapter nine. On the Chief Treasurer; Chapter ten and last. The chapters are divided into paragraphs and sub-paragraphs.

The emphasized educational function in the description of official duties of the Corps employees stands out in every chapter. It is said there that «the main purpose of this institution is to provide the best possible education to the noble youth» ([Ustav Shliakhetnogo Korpusa., 1766](#)). For example, Director General is described as a position for a man skilled both in military affairs as well as civil rules; his behavior and morals should set an example or the entire community of the Corps; he must show lenity and decency both in deeds and in words ([Ustav Shliakhetnogo Korpusa., 1766](#)).

The third, fourth and fifth chapters contain a list of subjects studied by the cadets at different ages. In the fourth (15-18 years) and fifth (18-21 years) ages the cadets are divided into military and civil ranks. The text of the Charter gives an idea of some aspects of the daily life of a closed military educational institution. The third, fourth and fifth chapters contain a list of subjects studied by the cadets at different ages. In the fourth (15-18 years) and fifth (18-21 years) ages the cadets are divided into military and civil ranks. The text of the Charter gives an idea of some aspects of the daily life of a closed military educational institution. For example, corporal punishment was strictly prohibited. In the eighth Chapter it is said: «Under no circumstances corporal punishments are allowed to be committed in this Corps» ([Ustav Shliakhetnogo Korpusa., 1766](#)). Cadets were not allowed to have the serf servants. The school had a library, a gallery with paintings, two churches, a hospital, and a pharmacy.

The structure of the first Charter of the Mining school (1774) is quite simple, it includes a brief introduction, conclusion and four parts: On the position of class teachers (in the modern sense, the term «position» means «duty»); on the exams and graduation of students from the Mining School; on the position of students; on the position of chamberlain (a court rank of the III class, whose duties included managing the household and the teaching stuff of the school).

The first part lists the subjects studied by students (called classes in the document) and briefly reveals their content: mathematical, surveying, chemical, mechanical, mineralogical,

physical, drawing – total number seven classes. For example, the mechanical class studied statics, hydrostatics, aerostatics, mechanics, hydraulics, and pneumatics.

The second part defines the terms and rules for taking exams. It is also stated in the Charter that up to six people were selected to serve in the Mining school as a *shichtmeister* (mentor) based on the results of their exams after the first four years of studying.

The third part deals with students' duty to prepare themselves **assiduously «to join the mining, factory, and mint service»** ([Ustav Gornogo uchilishcha., 1774](#)). Aiming to provide the young Mining school with the necessary literature, the Berg-Collegium expressed its hope that **students «will not stop working diligently on their translations of foreign books related to mining and factory work in the spare time»** ([Ustav Gornogo uchilishcha., 1774](#)).

**In the fourth part the duties of the chamberlain are outlined, in particular, it is said that «his main purpose will be to make sure that the mining students, whom he was entrusted to supervise, were in perfect peace, contentment and quietness while in school, and kept completely away from all the vices not befitting noble and honest people»** ([Ustav Gornogo uchilishcha., 1774](#)).

The conclusion of the Charter is maintained in the same solemn style that is characteristic of the introduction. High mission of the Mining school as an educational institution was formulated **in it: «Berg-Collegium hopes that the chosen teachers will not fail to perform their duties with diligence, and in return, the students will show their progress in sciences, which they will use to prove their love and readiness to work hard towards the general welfare of their Fatherland; gratitude, honesty, legitimacy and their own benefit requires them to do this duty»** ([Ustav Gornogo uchilishcha., 1774](#)). The idea of serving the Motherland was formed, first of all, by the activities of **the directorship of the educational institution, since “at all times the leaders of the Institute combined the qualities of theorists and practitioners of mining, making a huge contribution to the development of Russia** ([Afanas'ev, 2005; Rudnik et al., 2019](#)).

Analysis of the two Charters of the last third of the XVIII century showed both similarities and differences between these documents. First of all, it is worth noting the general nature of the Charter as a document of its time. It includes a description of various aspects of the institution, such as internal regulations, curriculum, syllabus, etc., which are assigned to various documents in modern tradition. Charters define the life order of a closed educational institution, where the goal of educating a new person for a state service was at the forefront. It is interesting that the Charter of the Land Gentry Cadet Corps was provided for sending graduates to both military and state service, and the life of the Mining school that trained mining engineers was organized on a military model, which is reflected in the Charter.

In the Russian Empire at the beginning of the XIX century it was perfectly clear that the country needed to be included in the European political and economic processes. This was a period of **Alexander I's reign (1777–1825). The new state policy had set new challenges for education. Higher education institutions were ordered to teach sciences that were necessary for the state needs. Educational institutions became centers of scientific research and disseminators of scientific views.**

The period of reforms of Alexander I is reflected in the development of the new Charters of educational institutions. In 1804, the Imperially Established Charter of the Mining Cadet Corps (January, 19) and the Imperially Established Charter of the Imperial Moscow University (November, 5) were published. Being under the command of The President of the Berg-Collegium, the Mining Cadet Corps was subordinate to the Department of Mountain and Salt Matters of the Ministry of Finance and had a multi-level educational system. Due to the creation of ministries, Moscow University came under the control of the Minister of Public Education.

The second Charter of the Mining Cadet Corps (January, 19, 1804) consisted of 45 articles which can be grouped thematically into the following parts: I. Management of the Corps (articles 1-7); II. Composition of students (articles 8-11); III. Composition of teaching and mentoring staff (articles 12-13); IV. Educational process: subjects, examinations, practice, internships (articles 14-27); V. Service divisions and positions: provisor, treasurer, police chief, secretary, medical ranks (articles 28-38); VI. Treasury of the corps (articles 39-45).

Due to the transformation of the Mining School into the Mining Cadet Corps in 1804, organizational structure in the new Charter was more clearly defined. The following positions were outlined: Corps director (subordinate to the President of the state Berg-Collegium), Corps commander (subordinate to the director), officers, teachers, surveyor (carried out educational functions), *berggeschworners* (mining jurors), shift master (subordinate to the surveyor);

non-commissioned officers (made by the director from the excelled cadets). The first thing considered when forming the teaching staff was the moral qualities of teachers. Careful selection of them was due to the importance of mining engineers in ensuring the state's interests (Bondareva, 2017).

The number of pupils studying at state expense increased from 24 to 60, while the age of **those who enter the Corps (at least 12 years) and the amount of knowledge «of primary sciences»** (arithmetic, reading and writing in Russian, German, French, and drawing) were set out. The educational process consisted of three stages: primary classes, middle classes (compared with basic school education) and upper classes (higher technical education). For example, in the upper **classes mathematics «and its application to the mining and factory work» was studied. The list of subjects expanded: in addition to technical disciplines, music, dance and fencing had appeared, so that graduates who were sent to remote factories «could spend their free time with pleasure»** (Ustav Gornogo Kadetskogo Korpusa., 1830).

Mining engineers were sent to remote, sparsely populated regions of the Russian Empire (Siberia, the Urals, and the Far East) to search for and explore minerals, build mines and factories. Graduates of the Corps were the only bearers of cultural norms accepted in the state. Many of them became statesmen or authors of outstanding works in various fields of knowledge: E. P. Kovalevsky (1792–1867) – Minister of Public Education; I.P. Tchaikovsky (1795–1880) – Director of the St. Petersburg Institute of Technology; E. G. Chebaevsky (1790–1874) – inspector of the Nerchinsk Mining School, inspector of Yekaterinburg Mining school; D.I. Sokolov (1788–1852) – ordinary Professor at St. Petersburg University. Famous musicians P. I. Tchaikovsky (1840–1893) and A.A. Alyabyev (1802–1852) came from the families of mining engineers (Bondareva, 2017).

The Charter of 1804 pays special attention to the organization of practice. At the end of the course the students stayed for a year to conduct various experiments and to visit enterprises: the Mint, Foundry, Sestroretsky arms factories, etc. Then they were sent to factories and mines as trainees for two years to study **the full production cycle, «starting from the very beginning»**. The best trainees were given the opportunity to complete training in European countries at mining plants, factories, and manufactories.

It can be concluded that the Mining Cadet Corps was focused on providing professional technical education and training specialists in the field of mining and metallurgy.

The Imperially Established Charter of the Imperial Moscow University (November 5, 1804) consists of 16 chapters, the paragraphs are numbered consecutively and include 188 points. Chapter I. On University in general. Chapter II. On Rector. Chapter III. On Professors and their positions. Chapter IV. On Adjuncts and their positions. Chapter V. On Honorary Members. Chapter VI. On University Council and Meetings. Chapter VII. On meeting Secretaries. Chapter VIII. On educational grants and Institutions. Chapter IX. On trials and getting University merits. Chapter X. On Students in general. Chapter XI. On Inspector and state-financed Students. Chapter XII. On Pedagogical Institute. Chapter XIII. On Board Of The University. Chapter XIV. On University court. Chapter XV. On management and supervision of Schools. Chapter XVI. On printing and censorship of books.

In comparison with the closed educational institution that was the Mountain Cadet Corps, whose Charter strictly regulated the management system, the Charter of Moscow University granted broad autonomy to all participants of educational process: annual election of the rector by ordinary professors; establishment of the University Council – the highest instance for academic and legal affairs – **which had wide powers and had to meet monthly (§§ 47-49)**; creation of faculty **councils chaired by rector or dean (§ 63). The Charter established the professor's right to choose «a book of his own composition or of another famous scholar» for his lectures (Ustav Imperatorskogo Moskovskogo Universiteta., 1830)**. Students completing their studies at the **University could apply for one of the «University merits» of their choice: University candidate's degree, master's degree, or doctorate. To earn a degree, students had to go through the required trials (§§ 96-103).**

The Charter of Moscow University determined the number of faculties: I moral and political Sciences, II physics and mathematical Sciences, III therapeutic or medical Sciences, IV philology. Analyzing the features of the document language, we note that the description of the structure of Moscow University of this period contains terminology relatable to the modern one: rector, vice-rector, dean, professor, Council, faculty, meeting secretary, honorary member, improvement of teaching, lecture schedule, etc. However, some terms have gone out of modern usage: ordinary

professors, extraordinary professors, adjunct. A number of terms in the modern language have acquired other meanings: university candidate, candidate's degree, textbooks, trials (master's, doctoral), position, etc.

The main task of university education was to train teachers of high schools, colleges, and **University teachers. For example, those who have earned a master's degree «remain at the University, are required to teach lessons to Candidate Students, and if the Council decides so, to teach in the university auditorium in the appointed date and time»** ([Ustav Imperatorskogo Moskovskogo Universiteta...](#), 1830).

Realizing their educational goals, both educational institutions guided by the statutes brought up new citizens for the needs of the state. The analysis of the Charter of Moscow University of 1804 and the Charter of the Mining Cadet Corps of 1804 showed a tendency to divide higher education into University and higher technical education. It is no coincidence that in 1833 the Mining Cadet Corps was renamed as the Mining Institute and remained in the status of Institute until 2012.

In the XX century, the ideas of upbringing and education of the technical intellectuals were developed on the pages of the journal "Notes of the Mining Institute", which was being published since 1907. As the editor-in-chief of the journal and the rector of St. Petersburg University V.S. Litvinenko noted, "Notes of the Mining Institute" allow professionals to exchange views on the development of geology, mining, metallurgy, oil and gas business, ecology, economics and many other areas ([Litvinenko, 2017; Pashkevich, Petrova, 2017](#)).

Relevance of educational programs for new citizens for the needs of the state rooted in the Charters is confirmed by international experience of organization of University education. This is evident, for example, in the history of creation of the State University of Sao Paulo (Brazil) in the XX century. After the First World War, a wave of emigrants from different countries brought a new perspective to Brazil. Progressive elite of society considered it necessary to develop not only the economy, but also the scientific and cultural life of the country. Before that, in the nineteenth century there were only separate educational institutions in Brazil that trained lawyers, doctors, and engineers.

The State University of Sao Paulo was founded in 1934. Founders of the University (Julu de Mesquita Filu – journalist and editor-in-chief of the state newspaper of S. Paulo and Fernando de Azevedo – educator and sociologist) proposed the goal of the University to produce independent scientific knowledge and to conduct objective research. Young and talented scientists from France, Italy and Germany were invited to Brazil, where philosophical, philological, and natural sciences faculties were founded and became central to the new University.

In 1932, Brazilian Ministry of Education developed Charter of Brazilian universities that was focused on secular education. Introduction to the Charter of the State University of Sao Paulo (1934) defines the following goals: 1 – to promote scientific research, encourage literary and artistic creativity; 2 – to transmit knowledge and cultural values through education; 3 – to train personnel for professional activities through science, literature and art; 4 – to promote science, literature and art; 5 – to organize national and international cooperation ([Ustav Gosudarstvennogo Universiteta San-Paulo, 1934](#)). Remarkably, the Charter has a confirmed authorship: names of the authors, Zhetulyu Vargas and Gustavo Capanema, are included in the text. The Charter is organized according to a specific plan: first, it directly assesses the general role of science and art; and second, it aims to use the latter for teaching. The Charter style is strict, formal, and officialese.

## **5. Conclusion**

Summing up, a Charter of an educational institution of the last third of the XVIII – early XIX centuries, as well as in later times, was an important historical and cultural document that regulated educational and pedagogical activities. Comparative analysis of the Charters of the Mining University (1774 and 1804) allowed us to trace the continuity in the structural and substantive organization of these documents. Comparison of the Charters of the Gentry Corps and Moscow University with the Charters of the Mining University demonstrated how the higher education system was formed in Russia.



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