

The role of the Moscow exchange society in the development of commercial education

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Abstract—The proposed article is devoted to the activities of an influential organization of Russian entrepreneurs - the Moscow Stock Exchange Society - which played an important role in the economic, and since the beginning of the 20th century - and in the political life of pre-revolutionary Russia. In the conditions of autocracy, social and political activity was very difficult. Therefore, the Moscow Exchange Society has become an important means of social and political self-realization of Moscow entrepreneurs in the sphere of charity, in the development of national science, culture and education. A special place in this was the promotion of commercial education, which trained personnel for the trade, industrial, banking, financial and management sectors. Leaders and members of the Moscow Exchange Society took part in the guardianship of existing educational institutions and created new commercial schools. Commercial education not only provided the developing Russian economy with the right personnel but was also seen by the leadership of the Moscow Stock Exchange Society as a tool for the formation of a new bourgeois economic and management elite. Documentary sources, pre-revolutionary and modern historiography were used in the preparation of the article.

Keywords—*Moscow Exchange Society, commercial education, Moscow merchants, Alexandrov Commercial School*

I. INTRODUCTION

Commercial education trained qualified personnel for trade, industry, banking, exchange, state and municipal government. With the active development of Russian industry in the second half of the 19th century, the need for such specialists has steadily increased. economic area. The leading part of Russian businessmen became increasingly aware of its role in the economic life of the country and gradually made its claims to participate in political life, in making management decisions at least at the level of consultations on the Russian state itself also lacked the staff of economists, financiers and managers. The

contemporary author notes that the growing after liberal reforms of the 60s - 70s. The 19th century Russian economy "increased the demand for commerce professionals: accountants, accountants, salesmen, merchandisers, clerks, stockbrokers, managers, translators, commercial workers correspondents, commercial law specialists, etc." [1]. Thus, the people's education, including commercial education, faced new challenges, "because the degree of its spread directly depended on how the population will adapt to the new living conditions. Of the 126 million the Russian population was engaged in pedagogical work of just over 170,000 people. that was just over 0.1%." The author emphasizes that "there was a lack of not only production personnel, but also management, in particular commercial" [1].

II. MATERIALS AND METHODS

The study is based on a set of principles and methods of scientific research used by modern historical science. The article is based on the principle of historicism, objectivity and scientific approach to the problem under study. This principle is expressed in consideration of all specific and historical factors that have defined as the purpose of special education for the training of qualified personnel in the trade and industrial sphere in the conditions actively developed after the abolition the serfdom of the bourgeois economy, as well as the intensive development of socio-economic and political processes in Russia, which influenced the transformation of the notion of commercial education as a means of forming a new economic and political elite.

The principle of objectivity is expressed in the most impartial assessment of the historical process of the period under consideration and the process of development of commercial education. The authors considered the socio-economic and political prerequisites for the development of the social and political role of Russian businessmen-merchants in this

process, their class intuition in the approach to the development and improvement of this type of education. The desire of the leaders of the Moscow Exchange Society was analyzed not only to prepare professional personnel for their practical needs, but also to realize their public and political interests through the creation of new commercial training institutions with broader social objectives.

The content of the article is based on the problem-chronological method, which allowed to highlight the main issues of the study, chronologically structure them and consistently consider them. Comparative method allowed to compare the different points of view that existed among Moscow entrepreneurs for the purposes and objectives of commercial education and the place of the business class in the context of a transformed political system Russia at the beginning of the 20th century.

The work used research by domestic historians, works of pre-revolutionary authors and specialists in commercial education. In addition, documentary materials have been used to provide a basis for analysis and reflection.

III. DISCUSSION

The Moscow Exchange Society was made up of merchants-entrepreneurs who grouped around the Moscow Exchange. The history of its creation is very interesting. The idea to establish an exchange in Moscow first arose in 1721, which was built a special building. The head of the Exchange Committee (in 1876-1905) N.A. Naidenov, who was not only an entrepreneur, but one of the first historiographers of Russian merchants, noted in his work dedicated to the 50th anniversary of the Moscow Exchange that archival documents are known mention in 1798 in an all-subject report by the Moscow military governor-general Count Saltykov exchange, "located in the Living Court." A little later, in 1800, documents show that "exchange-traded brokers" were involved in the inventory of confiscated English goods. Thus, the first documentary mentions of the Moscow Exchange date back to the end of the 18th century [2]. We can't say exactly how pleased this exchange was, who established it, its functions, and who it united. N.A. Naidenov only noted that at the end of the 18th century "the exchange in Moscow already existed with its attributes - stockbrokers." The living yard that overlooked Ilyinka Street and Crystal Lane. It was here that the "cradle" of the Moscow Exchange was [3].

The modern edition indicates that in 1828 the representatives of the merchants appealed to the government of Nicholas I with a request to the construction of the exchange building in Moscow. Three years later, in 1831, Finance Minister Count E.F. Kankrin allocated 500,000 from the treasury for this purpose. Rubles. This gesture confirms his understanding of the development of bourgeois processes in the country. In 1836-1839. On the corner of Fish Lane and Ilyinka Street, the Moscow Exchange building was built. In 1873-1875. the building was rebuilt in the style of neoclassicism, i.e. it has acquired

the kind that we now know as the building of the Union of Russian Industrialists and Entrepreneurs (formerly the Soviet Chamber of Commerce and Industry).

The Irish society (according to the charter of this institution) consisted of persons who traded in Moscow "on merchant obligations", with the payment of a certain fee for the maintenance of the stock exchange building and other economic needs of the exchange. include business associations. The exchange was managed by the Exchange Committee, which consisted of special chambers and commissions. The Exchange and the Exchange Committee, as representatives of the higher business circles, were very influential organizations. According to the relevant law, the Moscow Exchange Society from its environment elected 2 members of the Council of the State Bank, 2 members of the general presence of the Moscow State Chamber, members of the Special Fisheries Tax Presence, etc. elected members of the Provisional Committee to find measures to protect the reservoirs of the Moscow Industrial District from sewage pollution and discharges of factories and factories, chairmen and members of the boards of trustees of various commercial educational institutions, in including the Alexander Commercial School. The Exchange Committee, especially on the eve and after the First Russian Revolution, played a significant political role. Its members formed the basis of the Party of Octoberists, the right wing of the liberal movement in Russia, formed in October 1905.

Representatives of the highest Moscow business community felt the impending changes in Russia, understood their place and role in the economic and political life of the state. They were aware of their importance, had more advanced socio-economic and political views than nobility and royal bureaucracy. They wanted to influence public administration, decision-making, especially in the economic sphere. However, in the conditions of autocracy their possibilities up to the First Russian Revolution were very limited. Therefore, they tried to realize themselves, their ideas and desires through participation in various public non-political organizations, in the city government, in charity. Some types of such participation in Tsarist Russia were equated with public service. For example, trustees and school organizers were employees of the Ministry of Public Education, or, in the case of commercial schools, the Ministry of Finance, later the Ministry of Industry and Trade, or the Department of Industry and Trade, or the Ministry of Industry and Trade, or the Ministry of Industry and Trade, or the Ministry of Industry and Trade. Empress Maria's charitable and educational institutions. This also allowed to receive high ranks in accordance with the "Table of ranks", i.e. to penetrate the highest circles of the royal aristocracy. The most striking example is the career of the famous industrialist and banker Lazar Solomonovich Polyakov, who for his active charitable work has earned many awards and the rank of a real statistical adviser, that for a native of a Jewish family living behind the "damn" was almost impossible under Tsarist Russia. The actual

state advisers were well-known big businessmen Baron A.L. Knop and N.N. Labzin, secret advisers - the chairman of the St. Petersburg Stock Exchange Committee A.Y. Prozorov and a banker and co-owner of the family partnership A.G. Eliseev, etc. [4].

One of the forms of raising their social status, providing mainly representatives of their class with good and prestigious education, forming the necessary personnel for the cause and a new management elite, they considered comprehensive development commercial education. Especially since by the 80s. 19th But the opening of new schools was hampered by the rigid centralization of power in general and in the field of public education, for example. the school required the permission of the emperor himself. All bureaucratic formalities could take more than one year. However, this did not frighten the representatives of the Moscow Exchange Society, who saw an urgent need for the right specialists for business and management activities, and they began the process of organizing a new commercial educational institution.

This initiative was headed by the authoritative Moscow businessman and public figure, chairman of the Exchange Committee N.A. Naidenov. First, he tried to convert one of the oldest commercial educational institutions in Moscow - the Practical Academy of Commercial Sciences - into a higher education institution. One of the goals of this transformation was quite prosaic: overcoming the conditions of the new law on general conscription, which deprived the representatives of the upper circles of the merchant class of the former privilege of exemption from military service. The government did not give its permission to do so. But N.A. Naidenov himself understood that the question of a new commercial school is more profound than just an attempt to avoid conscription into the army of merchant offspring. He writes in his memoirs that in practice there was a need for a secondary school that could satisfy as many people as possible who wanted to receive a high-level education, which also provided skills and skills, trade, finance and management. He outlined his thoughts on the establishment of a new school to the Moscow Exchange Society and on January 20, 1875 received approval from him. As in the case of other commercial educational institutions, the new school was created exclusively with the funds of the merchants. Fundraising for the event has begun. It was quite difficult, because it was hindered by the economic problems of the time, as well as the wars that began - Serbian and Russian-Turkish 1877-1878. Merchants were required to donate for military purposes and to help Balkan Slavs and Christians. But to mark the 25th anniversary of the reign of Emperor Alexander II, as noted in one anniversary edition, "Moscow Merchants, mindful of the Special Concern of the Sovereign about the wide spread of education in the Fatherland, decided to establish a commercial school in Moscow for persons of trade and industrial class and collected 550 thousand rubles for this on a subscription in 1 month" [5, 6].

N.A. Naydunov attracted many prominent

entrepreneurs to this case, as well as large firms and trading houses - V. Alekseev, L. Knop, tretyakov brothers, V. Konshin, brothers Khludov, etc. The vogau brothers' firm, the Ascension Partnership, the Yaroslavl Bolshoi, the Krenholm Manufactory and the Moscow Merchant Bank also participated. His own bank, according to the adopted charter, had to deduct interest from the profits for the maintenance of the future school. The broad representation of the business community in the construction of a new commercial school speaks about the high authority of N.A. Naydenov and the keen interest of entrepreneurs in the formation of trained professional staff for the trade and industrial, banking, finance, stock and management activities [7].

But after that there were some problems. Even after the construction of the building and the purchase of all the necessary equipment and the announcement of the formal date of the school's founding - February 19, 1880 - it did not start accepting students. And after the assassination attempt on Alexander II and his death on March 1, 1881, the case with the opening of the school stalled. the deceased emperor was named "Alexandrovskaya" and received the first students.

The Alexandrov Commercial School embodied all the best that had been developed in previous years in this field of education in Russia. This was directly reflected in both educational and educational activities, as well as in the very good logistics for its time. The school had a rich library of books and teaching aids. There were well-equipped classrooms. In addition, chemical and physical laboratories, a business office, a training office for the development of business and accounting skills were opened [8].

The addition of the Alexander Commercial School to new classrooms and laboratories and their renewal continued throughout its activities. In his work dedicated to the 50th anniversary of the Moscow Exchange, N.A. Naidenov, who headed the Board of Trustees of the Alexandrov School, quotes the Minister of Finance of the Russian Empire I.A. Vyshnegradsky on the attitude of Alexander III Minister noted that the Minister highly appreciates the Company's works "to the multiplication of the turnover of the fundamental Russian trade, to the self-success of the domestic industry and to the development of the Russia." In addition, Alexander III welcomed the care of the Exchange Society on the development of domestic industry and in the case of "planting industrial education in Russia." school with funds raised by the Exchange Society, "technical department for spinning, weaving and crass." This was really a very important event, because Moscow has long developed a weaving and spinning industry, which was in great need of modern qualified management personnel [9].

But no matter how well the educational institution is not equipped, no matter what offices and laboratories it is not equipped, without carefully selected teaching staff it could not adequately fulfill its mission. The leaders of the Exchange Society, who were members of the Board of Trustees of the Alexandrov School,

understood this perfectly and engaged the best teachers and teachers to work there. This tradition, to select for the commercial school of the best teachers, was laid by the founders of the first commercial school famous statesman of the era of Catherine the Second I.I. Betskaya and a representative of the family of the richest Russian entrepreneurs P.A. Demidov.

To lead the Alexander School in 1883 was invited a well-known mathematician, one of the eminent experts in the organization of public education, professor of the Imperial Moscow Technical School, a member-correspondent Imperial Academy of Sciences A.V. Letnikov. In different years, the school was taught by well-known teachers and scientists: D.V. Alexeyev (a well-known chemical specialist), V.E. Den (later - a well-known specialist in economic geography and statistics), J.Y. Nikitinsky (in Soviet times - a well-known chemist-technologist), V.I. Picheta (in Soviet times became an academician of the Soviet Union), A.E. Chichibabin (later - a well-known organic chemist, professor of Moscow State University), P.K. Sternberg (astronomer, emeritus professor of Moscow University) and others.

In his speech at the opening of the school, Professor A.V. Letnikov paid tribute to the Moscow Stock Exchange Society, i.e. representatives of the Moscow merchants, stressing that a significant part of the capital collected by the Society "is allocated to provide free education for orphans and children of poor parents of the same trading class." He went on to point out that Russian commercial schools have their own history, that in Western Europe, despite the presence of many similar educational institutions, there is not one "to which we would like to approach according to the curriculum or the methods of teaching... Thus, in the matter of commercial education, we do not need to live in a foreign mind, it may be unsuitable for us at all..." A.V. Letnikov singles out, as a distinguishing feature, it is the thorough general training of students before starting to master special disciplines: "Special-commercial training requires a lot of prior knowledge in order to be able to do it to establish on a solid foundation and to give it proper development" [10].

Many Russian researchers, both historians and educators, noted that the commercial school differed favorably from the traditional educational institutions of Tsarist Russia, which were conservative. She was more free to choose the subjects studied, to apply certain pedagogical innovations and techniques, scientific developments. Representatives of the higher business community encouraged these initiatives in every way, because they were important to the end result in the form of a trained specialist with advanced knowledge and skills. On this occasion A.V. Letnikov remarked: "... The school, especially in our time and especially a special school, should be somewhat ahead of life: it prepares not only figures in the current established practice, but also those who could simplify and improve this practice, as well as to fix the new kind of deeds..." Expressing the mood of the advanced part of specialists in the field of commercial education, the director of the school called political economy "the

philosophy of the science of trade." He noted that by its very nature political economy belongs to high school, "but elementary political economic concepts cannot be bypassed in the school" because "the elementary course of political economy will serve as a guiding thread to the understanding of many economic phenomena..." A.V. Letnikov also believed that a good specialist in the trade and industrial field could not do without a course of "general law" and a detailed statement of "trade law and trade litigation." It goes without saying that a graduate of a commercial educational institution could not do without knowledge of the theory and practice of trade and trade.

As for the general education course, it was to include three foreign languages, mathematics (including in the case of trade and industrial affairs), physics, chemistry, natural history, geography, universal and Russian history, Russian language and literature, the Law of God, writing, drawing and drawing. Considering the content of each subject and the method of its teaching, A.V. Letnikov draws attention to the consideration of the psychology of children when they are assimilated. It is about what age and to what extent a discipline will be better assimilated.

Finally, special attention is paid to educational work. "Our school, - points out A.V. Letnikov - should prepare young people not for academic ranks, but for life and work in society." He stresses that this task may even be "even more important than the teachings." In his opinion, knowledge "is only a tool, taking it in hand, it is necessary to be able to own it," to be able to "bring benefits to society." A person who enjoys "influence and special significance in society is not so much one who has great knowledge, but one who has a strong will and knows how to desire" [2].

A.V. Letnikov thus expressed not only his understanding of the goals and objectives of studying at the Alexander Commercial School, but also the opinion of the founders of the school among the leaders of the Moscow Exchange Society. Among these people there were many bright personalities who left a noticeable mark in Russian history, culture and science. It is enough to name only P.M. Tretyakov, a famous collector of painting and philanthropist, who created a wonderful collection of Russian painting, and then gave it to Moscow. We are talking about the world-famous Tretyakov Gallery. Or let's name S.V. Alekseev, a representative of one of the richest Moscow merchant dynasties, a prominent philanthropist and trustee of many educational institutions, hospitals, patron of the arts. His son, Konstantin Sergeevich, better known by his theatrical pseudonym Stanislavsky - became an outstanding reformer of the theater, the founder of the world-famous theater school. About N.A. Naidenov, a man of extraordinary, talented and purposeful, we spoke above.

Graduates of the Alexander Commercial School, who were cared for by such patrons and taught by outstanding teachers, also played a prominent role in

economics, politics, culture and other fields of activity in the late 19th and early 20th centuries. Prominent organizers of textile business in Russia came out of the walls of the Alexandrov Commercial School: E.I. Polyakov - Director of the Aevvinovsky Factory Vikula Morozov, Nikolai Davidovich and Piotr Arsenyevich Morozov - directors of Bogorodskaya-Glukhovskaya A.A. Naydunov is the director of the Yegoryev Paper Mill, I.I. Prokhorov is the director of the weaving factory in Vyshny Volochka, A.I. Demin is the director of sadkov's factory, V.A. Yelagin is the Bogorod Factory of the A. Elagina Sons The October Revolution in emigration was a professor at the University of Belgrade. E.E. Lipgart was a co-owner of Russia's largest cement plant and director of the Board of the Partnership "E. Lipgart, G. Ringel and Co." A.G. Liszt was the director of the Board of the family company "Gustav Liszt" and was elected as a vowel of the Moscow City Duma, etc [11].

The Alexandrov School has also gained international fame. In 1900, at the World Exhibition in Paris in the Russian exhibition, in the section of public education, exhibits that characterized the material base and the educational process in the Alexander Commercial School (models and plans of buildings, boarding, laboratories, classes). They were awarded the Gold Medal of the World's Fair. Each teacher of the school received 200 rubles from the Board of Trustees to attend the Paris exhibition [11].

IV. RESULTS

Both representatives of the Moscow Exchange Society, and graduates of the Alexandrov School, sought not only to self-realize, but to benefit their Fatherland, to help the development of education, science, culture, art, to fill those lacuna in social development, where the state either did not have time or did not consider it necessary to participate. Of course, these people had political aspirations as they did. But in the conditions of autocracy it was extremely difficult to express itself politically, especially if the opposition point of view was expressed.

N.A. Naidenov and his colleagues in the Moscow Stock Exchange Society belonged to the more moderate part of the Russian bourgeoisie, who did not claim to replace the autocracy with a more democratic political system, but would like to reform it. They formed the backbone of the "Union 17 October" party, which emerged during the First Russian Revolution in 1905, or the Octoberists, which expressed the interests of large landowners and business circles. Their ideology can be called conservative liberalism. They opposed revolutionary upheavals and against the sharp liberal reform moods of representatives of the "young" circles of Moscow and the capital merchants, led by a prominent businessman P.P. Ryabushinsky, who believed that the existing autocratic system must be replaced by the democratic power of the bourgeoisie following the example of the West.

These two areas among the Russian business class had high hopes for the development of commercial education in Russia and contributed in every way. They

saw in its spread a number of benefits for themselves. First, a quality, thorough education for their children. Secondly, the training of the right personnel to conduct business in growing factories, trade enterprises, banks, the stock exchange, the city's self-government and government agencies. Third, training of teaching and academic staff for developing commercial education. Fourthly, the formation of a new economic and political management elite, fluent in thinking, familiar with the best foreign experience of organizing and doing business.

In the latter case, it was about varying degrees of radicality of this direction. Representatives of the "old" business circles led by N.A. Naidenov wanted to create a new management elite, which would help the current government to overcome economic and political shorn, eliminate or mitigate the most odious autocratic rule, to give more trust and leeway to the business class. "Young" Moscow capitalists led by P.P. Ryabushinsky wanted to replace the entire state apparatus with the help of this prepared commercial educational institutions with the new elite. They believed in the inexhaustible creativity of their class and did not accept the outlawed monarchical power. Of course, they were not going to rely on only one commercial education in this case. But they believed in his abilities and saw him as a platform for expressing his opinions through the teachers who worked there, among whom the majority were either members of the cadet party (the party of the liberal bourgeoisie) or the professors close to it [12].

V. CONCLUSION

The process of preparing a new political and economic elite has just begun. This trend was particularly evident with the opening of higher commercial educational institutions, where representatives of bourgeois political and economic thought were given a wide opportunity through the institute departments to promote their ideas. But representatives of the Russian business class, for known historical reasons and irreconcilable contradictions developed in Russian society, failed to fully realize their aspirations for the development of commercial, and in fact - management - education.

The Moscow Exchange Society played an outstanding role in the formation and development of the commercial school, which later became the basis for the development of modern economic, financial and, especially, management education. Her experience was used in Soviet Russia in training the leaders of socialist production. And the Alexander School became the basis for the creation of the first management higher education institution in the USSR and the Russian Federation - the State University of Management.

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