

Higher Education in the Field of Land Use Planning and Cadastre in Russia

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Key words:

ABSTRACT

Initially land surveying activity and land surveying education was a family concern. In the time – span of independent principalities and in the times of Moscow State of XVIc. preserved information indicated that land surveying works were made by members of famous principality and boyar families. As a rule land surveying activity for many families was a hereditary business. As there were no special land survey schools in the state land surveying habits, skills and abilities were passed on from one generation to another from father to son. According to the historical data surnames of some land surveyors who took part in “state land concern”, such as the Velyaminovs, the Beklemishevs, the princes Zagryazskis, Zvenigorodskis and Pushkins, Plecsheevs, Shakhovskis, Zherebzovs, Zabolotskis etc. are used to repeat for the period of 100 – 150 years.

The first land surveyors had to learn reading and writing, land surveying laws and to master elementary skills of geodetic measurements.

Since the end of the XVIc. in Russia the system of professional educational has formed. The most significant state establishments of those times were orders, which were in charge of diplomatic, trade, military, land and other affairs. For training persons being able to serve at them were set up schools for giving special secondary basic education. Children of stewards, ambassadors, subdeacons, land surveyors, strelets and doctors learned at these schools. More educated deacons and subdeacons (main officials in state departments of the XVI – XVIIc.) used to work at Ambassador, Land, Mystery orders as well as at the order of Print. The necessity in putting things right for defining state boundaries, in papers on composition and value of Russian territories as well as land areas of landowners and land users in other land registration data called into life the development of land surveying activity and land surveying (land use planning) education.

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