

Statistical education at the higher economic school in Russia

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1. The purpose and objectives

The role of statistics in a modern society constantly increases. It is especially apparent in connection with the process of globalization. Statistical data corresponding to the world standards serve as a ground for development of international cooperation, designing of various programs and agreements, creation of intergovernmental unions like EU. The importance of statistical methods of data presentation and analysis supported with the development of computer technologies rises. Comprehension of variation as a source of development, correlation as developments of direct and indirect connections in an actual world is more and more clear. Complication of economics and effects of technogenic factors aggravate the need in estimation of risk.

In connection with it the importance of statistical education also increases. The problem of statistical education of economists in Russia stands especially acutely. It is connected to the full separation of probability theory and mathematical statistics from social and economic statistics during the years of stalinism. Moving out of the slogan "Science - enemy of randomness", in light of which statistics investigating mass phenomena, appeared waste. This could not affect the teaching of statistics.

2. Period till 1917

Beginning of teaching statistics in Russia dates from the end of XVIII–beginning of XIX c., when this discipline was introduced at the Moscow University. All Russian textbooks in Statistics were made under the influence of the German descriptive school. The influence of Germany prevailed right up to 1917. In the second half of XIX century the influence of German school of national economy had an effect. It appeared in prime connection of statistics with political economy. The connection with mathematical disciplines was weak despite of successes of the Petersburg school of probability theory (P.L. Chebyshev, V.Y. Bunyakovski, A.N. Lyapunov, A.A. Markov). University chairs, where statistics was taught, combined teaching either of statistics and geography, or statistics and political economy. In the beginning of the 20th century situation became to vary. Quantitative methods were taking an increasing place in the course of Statistics. In a definite degree there was the influence of A. Quetelet, continental school of Statistics led by V. Lexis – his idea of stability of time series and corresponding measurements. Achievements of European science were introduced and critically interpreted by Russian statisticians such as A.A. Chuprov, V.V. Leontovich, E.E. Slutski, R.M. Orzhentski. Arguing against the representatives of the British biometric school, A.A. Chuprov (he was a full member of London Royal Statistical Society) at the same time actively introduced the methods of measurement of correlation, analyses of time series, sampling method. The critical attitude to measurement of correlation predominated /A.A. Kauffman/, but, nevertheless, this method went into teaching ever more. Since 1902 at the A.A. Chuprov's chair of the St. Petersburg Polytechnic Institute for the first time in Russia started to be conducted practical lessons in statistics, and a seminary - some kind of graduate course. New forms of lessons promoted the derivation of scientific school of "chuprovs", a prominent representative of which were O.N. Andersen /working afterwards at the Universities of Bulgaria,

Germany/, N.S. Chetverikov, M.M. Vinogradova, S.S. Kon and others. Led by their teacher they shared the principles of stochastic statistics and statistical inferences.

3. Soviet period till 1930s

During the first years of soviet period pluralism of scientific thought was saved, and Statistics was taught under the pre-revolutionary programs with the statement of monopoly of the state in economics. The independent system of state statistics was abolished and Statistics was placed under the State Planning Committee (1929, December). Statistics had to trace the execution of schedule and calculate the reserves of increase of strength of plan targets. (Ploshko B., Eliseeva I., 1990). This could not have an effect on the content of the course "Statistics". The main place in the content of the course take the tabular procedure and the method of summary analytical indices, first of all averages and absolute parameters. Correlation and regression analysis, as well as the time series analysis (trends, deviations, smoothing and so on) are left from teaching.

4. 1960s – revival of applied statistics and modern situation

New period started since the creating of CEMI and Sibirian Branch of Russian Academy of Science. It was a time of modeling the soviet economy and introduction statistical and mathematical methods (optimization, linear programming). But nevertheless the separate course of the theory of probabilities and mathematical statistics as a math. discipline and social-economics statistics as a social discipline existed. Such situation keeps so far , for this reason there is a double in the modules, and not effective lectures and classes.

Gradually there is a change of economics and economy and social relations in Russia since 1990s. The privatization by and large gives the fetuses, especially in the field of services. An economic and legal environment promoting development of the market is being created. Under the market condition the role of statistics in education of economists seems to rise. However, as the results of the last meeting of educational and methodical association on finance, accounting and other economic specialties showed, traditionally negative attitude to Statistics practically does not change. (Eliseeva I., 2000)

Statistics in economic education in Russia remains the cause of future and we have to make it an instrument of the present using the teaching of statistics as well.

Nowadays it is very actually the creation of the course such as a business statistics, which could be introduced in economic education.

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RÉSUMÉ

The role of statistics in a modern society increases, as well as it the importance of statistical education. The problem of statistical education of economists in Russia is connected to the full separation of probability theory and mathematical statistics from social and economic statistics. Till 1917 Statistics in Russia was highly influenced by German theory. During the first years of soviet period Statistics was taught under the pre-revolutionary programs with the statement of monopoly of the state in economics. The main place in the content of the Statistics course took the tabular procedure and the method of summary analytical indices. This situation remained till the beginning of 60s of the 20th century.