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The System's Evolution of Church and Parish Schools Western Siberia at the Boundary of the XIX–XX Centuries

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Abstract

In article educational activity of the Russian Orthodox church is considered at a boundary of the XIX–XX centuries on the territory of Western Siberia. Authors state results of the analysis of the historical sources allowing to track process of emergence and development of elementary church schools in the region undertaken by it. Aspects of institute's work are covered of diocesan observers and diocesan school boards.

The existing church schools were the only possibility of familiarizing with knowledge of the basic to the population of the region of this period. The value of educational activity of church was especially great, at extensiveness of territories, big remoteness of settlements from each other and lack of territorial establishments in Western Siberia.

The conclusion is that the system of church schools was developed in parallel with system of secular education of similar level. The competition between two systems forced to find new effective methods of work and constantly to improve vocational training of teaching personnel that eventually played a positive role in development of domestic primary education.

Keywords: public education, Western Siberia, parochial school, Tobolsk province, Tomsk province.

1. Introduction

Need of economic modernization of Russia required to solve problem of school training in the country at the end of the nineteenth century. Reforming of the state demanded increase of education level of the population which main part was illiterate. The existing system of initial training didn't correspond to calls of an era and couldn't be effective in current situation.

During the different historical periods the parish school took a certain place in life of the people, the government treated them ambiguously also. However, its emergence and further development was always lit with the historical union of orthodox church and the state. Therefore, at the end of XIX – the beginning of the XX centuries it contained in herself not only the whole system of religious and educational and moral and educational measures in the field of primary education, but also a complex of actions for formation of national and patriotic feelings.

2. Materials and methods

Today in studying of history of spiritual education in Russia there are unexplored materials on emergence, functioning of different types of church schools: one-cool and two-cool parish, schools of literacy, Sunday, second-class and church and teacher's schools. Meanwhile church schools made a basis of system of spiritual education and played an important role in distribution of both national education, and bases of orthodox culture.

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Addressing to consideration of researches on primary education, that is parish schools during the Soviet period, one can note that the subject of activity of church schools wasn't considered as independent, and was only indirectly mentioned in works on history of primary education or on history of Russian Orthodox Church.

The article has been compiled from original archive sources from the State Archives of Tobolsk, fund 61, "Eparchial School Council of Tobolsk" and from the State Archives of Tomsk, fund 146 "Eparchial School Council of Tomsk". Material of official pre-revolutionary statistics and published sources and investigations of modern authors were used here too. Complication of the object required to use the theory of modernization. Structural analysis made it possible to identify elements of religious school as a system. Their interconnections and transformation for whole period of their existence were examined too. Historical and genetic method revealed cause-and-effect relationships and regularities of the Orthodox schools. The method helped to make a whole picture of church school matter in the Western Siberia for a period of study.

3. Discussion

There was a certain historiography in the basic at the all-Russian level on the studied problem, so E.V. Dvoretzky, K.V. Kozlov investigated a control system of church schools in Russia (Дворецкий, Козлов, 2014: 112-115). The place of church school in system of national education of the empire was studied by A.N. Kalachev (Калачев, 2011: 21-30).

At the beginning of Alexander II's board (1856) specific weight of the people made only 5-6 % of the total number of the population of the Russian Empire who got an elementary education. The question of development of initial national education was one of the most topical. Especially it was particularly acute in the remote regions of the country where the share competent was even less, than in the European part (Eklof et al., 2010: 8).

The state considered that the Russian Orthodox Church (ROC) has a necessary resource for education of the population. The system of primary national education which began to be made out in Russia in the 60th of the XIX century, with some changes existed till February, 1917. In the second half of the XIX century (1856–1896) total of schools was grown more than by nine times (from 8 to 79 thousand), and the number of pupils was increased by eight times (from 450 thousand to 3,8 million people). Thus, number increased from 6 % to 21 % got an elementary education (Определение Св. Синода, 1909: 17-18). Nevertheless, it was obviously insufficiently for satisfaction of needs of the country for competent people.

4. Results

At the end of XIX – the beginning of the XX century participation of ROC in national education was carried out according to two fundamental bills: "The provision on initial national schools" of July 14, 1864 and "Rules about the parish schools (PS)" of June 13, 1884.

New rules about parish schools promoted rather rapid growth of number of church schools, in dioceses of Western Siberia – Tomsk and Tobolsk. More difficult situation was observed with their establishment at the end of the XIX century in again formed in 1895 the Omsk diocese where there was no steady financial base, and own leading infrastructure only started developing. Therefore, there were not so many observed church schools in the last fifth anniversary of century.

The West Siberian church and teacher's seminaries were based as the similar secular educational institutions existing already in the region. However unlike secular establishments seminaries had a bit different task – it was education of future mentors who have to become, before everything, conductors of religious and moral traditions in the wide mass of local population. Seminaries were arranged, as a rule, at monasteries, had rather rigid regulation of the internal schedule and quite long terms of training.

Till 1910 on the territory of Western Siberia one church teacher's seminary functioned in Tomsk. There were twenty them in Russian Empire (Гизей, 2004: 121).

Training of capable teachers for parish schools was conducted as well in spiritual schools, and in theological seminaries, and in diocesan women's schools but as activity of the called educational structures pursued first of all other aims directed on satisfaction of internal requirements of church (especially it is necessary to charge to spiritual schools and theological seminaries), the share of release of teachers from them was insignificant.

By 1907 in Western Siberia only seven teachers from the members of a pricht who had the higher and secondary education worked: two – in the Tobolsk diocese and five – in Tomsk. Pupils of diocesan schools became rural teachers more willingly, but also from their circle of persons interested was a little as they "were hardly reconciled with those deprivations which had to be experienced in the poor... to church school" (Manchester, 2000: 663).

In the 80-90th of the XIX century in Russia in general there was a system of educational institutions of spiritual department where the elementary national schools (parish and schools of the diploma) trained to elements of the diploma of everyone rather effectively functioned and also preparation of the pedagogical personnel was carried out. This system existed up to February, 1917, as it was already mentioned above, and made the significant contribution to development of primary national education.

In the 1880th the bulk of elementary schools of Western Siberia was under supervision of two departments – the Ministry of National Education (MNE) and Orthodox church though the full palette of similar educational institutions was rather motley.

The right of the basis of PS on the places theoretically belonged to diocesan bishops. However they, without having often opportunities personally to be engaged in school business, actually charged its monitoring to diocesan observers. The official statement of established posts of diocesan observers belongs to the beginning of the 1890th. And it was carried out not everywhere, but only in some large dioceses: Moscow, Tobolsk, Kursk and where there were no territorial establishments. It is remarkable that the Tobolsk diocese concerning success of the organization of spiritual and school business during this period was mentioned along with Moscow (GATO. F. 146. Op. 1. D. 1. L. 14).

Expediency and efficiency of introduction of positions of diocesan observers was confirmed with practical activities, and this experience was widely adopted over all country soon. In 1895, for example, on the maintenance of observers in 63 dioceses 141 500 rub besides the special inspectorate was founded operating under the guide of the same diocesan observers. Same 1895 for ensuring its functioning 338 020 rub were released.

Constantly acting administrative structure in church and school business in the provinces were the Diocesan College's Councils (DCC) supervising everything the leading aspects of activity of system of PS in dioceses on the basis of the legislation and in strict accordance with ultimate goals. The diocesan observers and inspections of PS which were a part of DCC in the 1890th became part of this of the uniform organizational controlling mechanism. If DCC were engaged first of all in administrative problems, diocesan observers and inspections were obliged to watch the correct statement and productivity of directly educational process. DCC gave help to schools in the solution of personnel questions, tried to distribute more effectively the means arriving from treasury organized the book warehouses allowing to supply smoothly and in due time all elementary schools cheap, and in certain cases and free textbooks. The big role of DCC was played in completing and replenishment of school libraries for home reading.

Discussion of current affairs in the college's councils was carried out jointly at the general meetings gathering about 40-50 times a year (Головин, 1894: 7). In the Tomsk diocese for bigger efficiency in the solution of urgent questions at DCC in general the school commission was specially created.

By the end of the 1880th the number of church schools increased so that DCC was already difficult to carry out the actions connected with ensuring their high-quality functioning. Besides the situation in the Siberian region was complicated by the geographical features consisting in the big territorial extent and lack of stable means of communication with northern territories. These reasons caused the necessity of establishment of DCC branches in districts. On May 28, 1888 St. The synod approved rules of their opening and activity. In the Tobolsk and Tomsk dioceses appeared on five branches (offices) of DCC. Countrywide by 1891 similar district offices were 496 (Ванчаков, 1909: 6).

Left in November, 1895 the provision on management of schools parish and diplomas", approved for No. 3767 is most royal ", gave completeness to a control system of initial national educational institutions of spiritual department. The document regulated the number of staff of EUS and district offices, defined the rights and duties of the officials, and also a range of questions, which were in competence of each of them.

In the middle of the 1890th there was a sharp, strict hierarchy of the management of PS allowing to organize rather effectively educational process according to the designated purposes, to provide educational institutions to all necessary and in due time to react to their needs and inquiries. Thanks to it church and school business became active to develop, and five years later after publication of "Rules about parish schools" (1884–1889) in the country 17 715 such schools already worked, and by the end of their XIX century was already 21 418, and 898 worked in Western Siberia (Определение Св. Синода, 1909: 1). In comparison with 1870 the number of parish schools increased almost seven times, and in comparison with 1880 – five times (Ванчаков, 1909: 7). Training programs of PS were ground on education of youth in the spirit of moral and world outlook values of Orthodoxy which were combined with faithful moods. Realization of this task demanded introduction to process of training of such occupations which weren't provided at secular schools. Among them there was a Church of Slavonic language and reading, church of singing, etc. These circumstances demanded increase in an initial two-year course at one-cool schools till three years. They were considered and when determining the St. synod in 1885 of an area of the textbooks accepted for schools where the main emphasis and became on religious and moral education.

At the beginning of 1886 by the definition of the St. synod of February 14-25 at No. 414 the first training program was approved and published, and to the middle of the year by circular decrees of July 9, 1886 the programs for the all subjects taught at church schools were dispatched on dioceses. Besides, training programs, were published on pages of the central and local diocesan editions for the purpose of their wider circulation (Отчет о состоянии, 1892: 17).

Rates and tendencies of development of church and school matter in the Western Siberia quite fitted into a context of dynamics of the all-Russian situation. PS greatest number in the region functioned in 1901-1903 – there were them from 1. 718 to 1.999. In 1902 year in Tomsk diocese 1.086 PS worked that considerably surpassed indicators of the next territorial educations. On the second place there was the Tobolsk diocese where carried out educational activity of 350 such institutions, then the Omsk diocese followed containing 282 schools (Церковные школы, 1898-1899: 687).

After 1903, in process of a maturing of a revolutionary situation in the country, recession began in process of the organization and functioning of church and school system. However, turning of activity was very unequal. If in the Omsk diocese only three PS stopped existence, the Tomsk diocese suffered incomparably more considerable losses – in it 200 church schools were closed. The Tobolsk diocese became only in which the gain of PS remained the same. Here in general for a decade, from 1897 to 1907, the situation remained quite equal and stable. In the first five years the number of schools increased on 25, and in the subsequent – on 20.

Then the period of small rise came there. By 1908 in the Western Siberia 2 196 PS functioned from which 2 138 were parish. In it is general number also 22 teacher's schools entered, among them – 20 second-class and one church and teacher's seminary in the Tobolsk diocese ([Программы учебных предметов, 1886: 14](#)).

Apparently from the provided figures, the Tomsk diocese was the regional leader in quantity of PS which, by the way, were opened on its territory much earlier, than initial educational institutions of the Ministry of national education. In 1884 148 ministerial schools at which 3 433 people, and 239 church schools where the contingent was almost twice more – 5 416 pupils ([Луппов, 1903: 2](#)).

In 1901 in the Tomsk province functioned already 993 PS from 37,5 thousand pupils. Ministerial schools at the same time was only 245 from 12,5 thousand pupils ([Преображенский, 1897: 81](#)). By the end of 1908 superiority of ROC in a school question in the province remained in spite of the fact that during this period already there is the whole set of educational institutions which organization authorized not only MNP, but also other secular departments (the Ministries of Internal Affairs, railway transport, mountain plants, the Cossack divisions, etc.). If there were secular educational institutions in total 599 and of 37 994 pupils joined knowledge in them ([GA v g. Tobol'sk. F. 61. Оп. 1. D. 18. L. 5](#)), church schools exceeded the corresponding indicators practically twice ([Отчет о состоянии, 1910: 45](#)).

In total in 30 years (1884–1908) in the Tomsk province the number of elementary schools of various departments increased four times ([Ванчаков, 1909: 31](#)). Successful advance of school matter in the provincial diocese is explained by two main reasons.

First, high competence of the diocesan bishops who not only were possessing pedagogical skill, but also having a wide experience in the field of school education. Two of them – Vladimir (Petrov) and Makari (Nevsky) – rather long time were on missionary service in Altai Region where creation and work of TsSh were supervised. Both priests worked in close contact with N. I. Ilminsky – the theorist of school business of the state scale. The remained correspondence between them shows existence of high pedagogical talent and organizing abilities at orthodox figures.

Heading the Tomsk diocese, both Vladimir (Petrov), and Makari (Nevsky), everyone in turn, directed church and school construction by means of own orders and mailing of circular instructions of St. the synod, but also regularly in personal meeting explained decent literally all arising practical questions. It is important that Vladimir (Petrov) who was at the head of the diocese during the most active formation of PS (1883–1886) from the very beginning could give to school matter in the province a strong and correct basis.

Secondly, unusually high grow of number of PS in the Tomsk province is connected with interest of the local administration which in own way proved in the state importance in comparison with the neighboring dioceses. In the second half of the 1890th by order Tomsk governor general aide-de-camp A.A. Lomachevsky forced local civil societies to open elementary schools on villages. With the stroke of the pen to the current only 1895–1896 the number of schools increased with 234 to 1 178 ([Программы учебных предметов, 1886: 14](#)). But already by the end of 1896 because of complication of their contents for local societies and for the purpose of ensuring appropriate functioning of school were transferred to the jurisdiction of the diocese. Without having absolutely any financial base, at the beginning they existed as school of the diploma. Soon the active governor was transferred to the new duty station, and the number of schools began to be reduced gradually. By 1900 their number decreased to 690, and by 1909 there was only 458 ([Определение Св. Синода, 1909: 30-31](#)), i.e. a little more half of the originally based.

5. Conclusion

Thus, in development of school matter in the Tomsk province opposite strategy of spiritual and secular administration were brightly reflected in the solution of problems of national education. On the one hand, the laborious, permanent and long-term job aimed at receiving as much as possible a good result was carried out, with another – for the sake of ephemeral, but fast progress momentary, unreasoned decisions were made. This situation, of course, wasn't typical for all Western Siberia. However, this example shows that the end result in many respects depended on concrete circumstances.

So, active self-sacrifice of Russian Orthodox Church in the field of national education at the end of XIX – the beginning of the XX century was caused by national objectives of distribution of literacy among the population. For many citizens of the Russian Empire church schools were the only opportunity to join elementary knowledge. In Western Siberia, in the absence of territorial establishments, value of educational activity of clergy was especially great.

The system of church schools evolved in parallel with system of secular education of similar level, and the first on many indicators practically was always ahead of the last. The competition between two systems

forced to find new effective methods of work and constantly to improve vocational training of teaching shots that eventually played a positive role in development of domestic primary education.

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УДК 93/94

Эволюция системы церковно-приходских школ Западной Сибири на рубеже XIX–XX веков

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Аннотация. Изучение системы народного образования дореволюционной России продолжает оставаться актуальной научной задачей для исследователей. Статья посвящена развитию системы церковно-приходских школ Западной Сибири в конце XIX – начале XX вв. Проведен тщательный анализ правовых, организационных и региональных особенностей возникновения и дальнейшей эволюции данных учебных заведений. Большую роль в организации церковных школ сыграли Епархиальные училищные советы.

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Существующая система церковно-приходских школ исследуемого периода создавали возможности для просвещения подрастающего населения Западной Сибири. В регионе при обширности территорий, большой отдаленности населенных пунктов друг от друга и отсутствии земских учреждений, значение созданных церковно-приходских школ было велико.

Таким образом, созданная система церковно-приходских школ развивалась параллельно с системой светского образования Министерства народного просвещения. Между ними существовала конкуренция, которая вынуждала искать новые эффективные методы и формы работы, заставляла постоянно совершенствовать профессиональную подготовку учительских кадров, что в дальнейшем стало важным фактором успешного развития отечественного начального образования.

Ключевые слова: народное образование, Западная Сибирь, церковно-приходские школы, Тобольская губерния, Томская губерния.