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Conference on Land Economy and Rural Studies Essentials**SOLVING PROBLEM OF EDUCATION IN TOBOLSK (LATER
XIX - EARLY XX CENTURIES)**Marina I. Fedorova (a)*, Alena N. Romanova (b)
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Abstract

Concern for the dissemination of culture and enlightenment among the broad strata of the population was the object of attention of the advanced part of the Russian intelligentsia. The educational activities of the intelligentsia continued at the turn of the 19th-20th centuries. In Russian historiography, the types and forms of educational activities, the interaction of educational organizations and government authorities, as well as the dissemination of education among indigenous peoples have been thoroughly studied. Using the historical method, the authors traced the quantitative changes that took place in the provincial Russian region in terms of the coverage of the local population with educational activities. The category of everyday life made it possible to characterize the practice of enlightenment: both individuals and entire organizations. The article analyzes the concept of public education by N. Novombergsky, and also characterizes the main directions of educational activities of the intelligentsia. N. Ya. Novombergsky pay attention to the close relationship between general education and economic progress. Pointed out the negative and positive aspects of special education. Based on the involvement of archival sources, periodicals, historiographic analysis, the conclusion is drawn: the demand for the democratization of scientific knowledge that arose in society was answered by: the scientific and educational work of the intelligentsia through the activities of museums, libraries, clubs, public audiences, the promotion of local history knowledge within the framework of commercial and industrial, handicraft exhibitions, etc.

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Keywords: Democratization of knowledge, educational activities of the intelligentsia, people's audience, the concept of public education



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1. Introduction

The formation and development of civil society inevitably arouses interest in the problem of education and enlightenment. The concept of humanization of the general educational process is one of the priorities of modern social development (Matukhin, 2013). Thoughts about the culture, morals and enlightenment of their people have always been the object of attention of the advanced part of the intelligentsia of Russia. A striking page in the activities of the professional intelligentsia was its striving for enlightenment. The introduction of the broad masses to various fields of science and culture, which began in Russia in the second half of the 19th century, was continued in the late 19th - early 20th centuries (Leikina-Svirskaya, 1971).

2. Problem Statement

Sufficient attention has been paid to the problem from the point of view of directions of educational activities, types and forms of its organization, interaction of educational organizations with state authorities (Popov, 2006), as well as the spread of education among indigenous peoples (Pribylsky & Slinkin, 2004). The educational activity of the provincial intelligentsia in its everyday manifestation remains poorly studied.

3. Research Questions

The subject of this work is the educational activities of the regional intelligentsia at the turn of the XIX-XX centuries.

4. Purpose of the Study

The purpose of the work based on the involvement of archival sources, periodicals, historiographic analysis, to characterize the educational activities of individuals and cultural and educational organizations; consider Novomberg'sky's concept of the role of knowledge popularization for the country's economic development.

5. Research Methods

The authors, using the historical method, traced the quantitative changes that took place in the provincial Russian region, illustrating the coverage of the population with educational activities. The category of everyday life made it possible to characterize the practice of enlightenment, both of individuals and of entire organizations.

6. Findings

Believing that economic progress and the development of education of the people are two interrelated processes, they considered it their civic duty to engage in educational activities (Kharus, 2020). In Siberia, the problem of enlightenment, familiarizing the population with knowledge acquired

special significance. Siberia lagged behind European Russia in terms of literacy by almost three times (Saburova, 2009). The growth of citizenship and public opinion up to the emergence of the phenomenon of women's entrepreneurship (Galas & Seleznev, 2021) initiated a discussion of the problem of enlightenment, as well as concrete steps in this direction by the educated part of society.

During the period under review, there were different points of view on the solution of the problem of education. The ideas of education and enlightenment were developed by famous teachers - K.D. Ushinsky, N.I. Pirogov, P.F. Lesgaft, N.Kh. Wessel and many others. Ushinsky was a supporter of the availability of knowledge, assigned the progressive role of teaching and saw the matter of raising the cultural level of the people. Russian scientist-surgeon N.I. Pirogov in the 60s. XIX century marked the beginning of the social and pedagogical movement for the erasure of class restrictions in education, for the general accessibility of schools at all levels. P.F. Lesgaft in 1905 organized the Free Higher School and opened courses for workers with it (Kairov, 1960).

In the 60-70s. XIX century, the idea of solving the problem of public education within the framework of a capitalist society was developed by a publicist and public figure N.Kh. Wessel. Considering that the class school restrains the creative forces of the people, he strongly promoted the idea of creating folk schools - peasant schools (Wessel, 1959).

The concept of N.Ya. Novombergsky - scientist-researcher of the late XIX - early XX centuries. on peasant law, public education, economics and agriculture, is close to the ideas of N.Kh. Wessel. In his numerous articles, published in various Siberian publications, significant questions of the life of the people are touched upon. His main works were published in the collection *Around Siberia*, published in St. Petersburg in 1903.

Novombergsky N.Ya. revealing the flaws in the life of the people (first of all, illiteracy) at the turn of the century, he proposed ways to solve them. The second half of the 19th and the beginning of the 20th century is characterized by the appearance and more or less successful development of various types of special education: technical, agricultural, commercial, land surveying, pedagogical, etc. For example, by the 70s. the opening of the 1st technical school in Siberia - the Irkutsk secondary technical school, was opened after 1905, the secondary land surveying school was opened, and in 1873 teachers' seminaries were opened in Omsk, Krasnoyarsk, Irkutsk, etc.

He saw in this phenomenon not only positive, but also negative aspects: not in terms of denying special technical education, but in the sense that it completely supplants general education at this time. Special knowledge and professional training are necessary, but not to the detriment of general development, since long-term professional activity will significantly supplement the knowledge acquired during training. You can cite a whole quote from his article "On the question of volost clerks":

The knowledge necessary in the daily practice of a volost clerk does not fit into any programs. A modern clerk - secretary and archivist of the volost government, bailiff and clerk of the volost court, instructor of the elected authorities and legal adviser to the population, chief accountant and the only financier, insurance agent and the first investigator of crimes and statisticians, he is also the head of office work for military service, peasant guardianship, etc. .d. The activity of a

volost clerk does not fit into the longest list and, of course, requires extensive knowledge, serious general development. (Novombergsky, 1903, p. 207)

Of the knowledge from which the general world view is formed, the foundations of personal and social self-consciousness are developed ... The new direction has borne fruit. Many different shades of officials, scientists and semi-learned botanists and experienced physicists, industrious philologists and dexterous engineers appeared, but the number of citizens did not increase, the number of people of university education, perhaps, became somehow less. (Novombergsky, 1903, pp. 244-245)

The next persistent thought that can be traced in the author's articles is the need to democratize knowledge. Speaking about the general illiteracy and cultural backwardness of the Russian population, the author notes that nowhere is the uneven distribution of spiritual wealth felt so much as in Russia. Some have received everything that modern culture has given, while others have not yet emerged from the primitive stage of the pagan epic. In addition to examples at the household level, Novombergsky (1903) cites statistics from a table from the American exhibition of 1890, which indicated the number of illiterate people in large European countries, including Russia: England - 9.0%, France - 9.5%, Austria 23.6%, Italy 42.0%, Russia 78.0%.

He saw the solution to this problem of illiteracy in the creation of so-called public audiences, i.e. in the development of broad out-of-school education. Popular audiences were to pursue at least three tasks: to promote education among the populace, to enable them to enjoy cheaper and healthier entertainment, and to develop sociability in this social environment. Thus, the chasm formed between the two poles should have gradually narrowed (1899).

Such audiences in all scientific disciplines were first opened in England in 1879. At the end of the 19th century, popular audiences were created in Odessa, Tambov, Kiev and other cities of Russia. The author pays special attention to the opening of a public audience in Tobolsk.

With the fall of serfdom and the development of capitalism, the researcher draws attention, there is a need for self-government of the people in the broadest sense of the word. But with significant illiteracy of the bulk of the population, this kind of task becomes unbearable.

Educational work in the Tobolsk province at the turn of the XIX - XX centuries. was carried out by representatives of the local intelligentsia: teachers, doctors, ethnographers, officials of various institutions and organizations. Their activities went beyond the immediate professional competence. So, Alexander Alexandrovich Dunin-Gorkavich (1854-1924), being the chief forester of the Tobolsk province, being a researcher of the North (Beloborodov & Purtova, 1995), actively maintained contacts with the scientific community of the country: the Imperial Russian Geographical Society, the Russian Society of Fisheries and Fish Farming, collaborated with the Tobolsk Museum, with Provincial Statistical Committee (Kirillov, 1984). He constantly donated valuable books, ethnographic and archaeological collections to the museum; he financed the publication of the eighth edition of the Yearbook of the Tobolsk Provincial Museum, often made reports on the problems of fishing, navigation on the Irtysh and

Ob, ethnography of the peoples of the Ob north at meetings of scientists, local historians Tobolsk, Petersburg and other cities. (Dunin-Gorkavich, 1897).

Nikolai Lukich Skalozubov (1861-1915) - Tobolsk provincial agronomist, as well as curator of the funds of the provincial museum. Conducted a huge organizational work and personal correspondence on the acquisition of the museum, participated in the collection of exhibits (TF GATO. F. 152. O. 3. D. 200, 1910). He wrote a number of works on agriculture, on the development of butter and handicraft industries in the region and other works (Skalozubov, 1901); systematically took part in discussing the problems of economic development of the province at meetings held by the Tobolsk Provincial Museum, edited the "Department of Agriculture and Handicraft Industry" - an appendix to the newspaper "Tobolsk Provincial Gazette". With his active participation, the Sokolovskaya Agricultural School was opened (1900), of which he was a trustee; an agricultural exhibition was held in Kurgan (1895); with his direct participation, the Tobolsk province took part in the All-Russian Exhibition in Moscow (1900).

Fedor Filippovich Larionov (1876-1951). After graduating from the Omsk Teachers' Seminary (1896) he worked in the town of Berezovo at the district school. In a small district town, on his initiative, the first library was opened, where he, on a voluntary basis, acted as a librarian and bibliographer, introducing the local population to reading books. In addition, F.F. Larionov worked closely with the provincial museum, studied the language and life of the Ostyaks (Khanty), local flora and fauna, participated in the work of the local history society (Voinova, 1992).

Educational activities were carried out not only by outstanding personalities, but also by individual organizations and institutions. Museums and libraries operating in the provincial and district centers served as scientific and methodological centers for the accumulation, systematization and dissemination of scientific, popular science and local history knowledge.

The oldest museum in Western Siberia in Tobolsk was founded in 1870 by Ivan Nikolaevich Yushkov, a local historian, a member of the provincial statistical committee. The first caretaker of museum collections in combination was the director of the veterinary and paramedic school N.A. Lytkin. The activities of the museum proceeded in the following directions: group excursions with display and explanation of the collection, exhibits; organization of scientific and public readings on local history topics; publication of printed works; participation in regional, all-Russian and international exhibitions, etc.

The museum brought together energetic, talented researchers of the Tobolsk region. The results of their studies, experiments, experiments were the subject of discussion at the annual meetings of museum members with the participation of interested persons, local historians, teachers and students (Pribylsky & Zagorodniuk, 1995).

From 1890 to 1915 members of the museum collectively considered 11 topical issues, including: protection and reproduction of land, water, biological resources; increasing the productivity of agricultural production, rationalizing northern reindeer husbandry and fisheries on the Irtysh and Ob rivers; preservation of ethnocultural traditions of the aborigines of the North and Siberian Tatars.

The scope of propaganda of local lore knowledge has expanded significantly due to the active participation of the provincial museum in trade, industrial, handicraft exhibitions that took place in the indicated period in Omsk, Kurgan, Nizhny Novgorod, St. Petersburg.

The handicraft commission of the museum consisting of M.N. Kostyurina and F.E. Ershova initiated public readings on issues of practical interest to a mass audience of urban and rural residents. For eight years (1908-1915), 52 public speeches took place, attracting the attention of 2500 listeners-entrepreneurs, artisans, peasants, students.

Following the Tobolsk Museum in 1879, a local history museum was opened in Tyumen on the basis of the Alexander Real School. The basis of the museum was collected and processed by I. Ya. Slotvsov exhibits and collections: mineralogical, botanical, archaeological, geographical, historical, etc., numbering more than 10 thousand items reflecting and characterizing the nature, society and population of the region (Tomilov, 1993). The funds of the museum served the purposes of training and education. On holidays and Sundays, when the museum was open to residents and guests of Tyumen, I.Ya. Slotvsov read lectures on homeland studies to visitors, using his own textbook of physical geography. Graduate students sometimes played the role of sightseers, acquiring useful skills in communicating with people (Kopylov, 1992).

The Tyumen Museum began its independent life only in 1920, when it was housed in the building of the former city council as a local history museum. Therefore, it is difficult to judge the educational work of the museum by comparing its activities with the Tobolsk Museum. during the period under study, his activity was only incipient. In this case, there are unique circumstances of collecting, storing and exhibiting collections within the educational institution.

Book collections of school and public libraries served as an important source of diverse and useful knowledge, as a means of intellectual development and self-education of the inhabitants of the province. The first of them arose at the Theological Seminary and the Main Public School of the provincial center at the end of the 18th century. A century later, a large network of urban and rural libraries was formed in the province. The basis was the government decree of June 15, 1890 on the construction of public libraries and reading rooms in counties and townships, designed to serve urban and rural readers, to promote the development of literacy, the dissemination of scientific, technical and general cultural knowledge. The results were immediate. If in 1893 there were 3 libraries-reading rooms in the province, then in 1897 - 89. Their number and distribution by cities and counties depended on the size and density of the local population. So, in the Kurgan district, there were 40 libraries, in Yalutorovsky - 16, Ishimsky - 10, Tyukalinsky - 7, Tarsky - 5, Tyumen - 4, Tobolsk and Ishimsky 3 each, Berezovsky - 1, had no libraries by the end of the XIX century Surgut district.

Despite the fact that the number of public libraries grew rapidly, there were still not enough of them. By the beginning of the 20th century, more than two volosts had one library. She could not meet the growing cognitive needs of the population. In addition, not all rural libraries had the required amount of literature. They still lacked newspapers, periodicals, and books. Sections such as popular medicine, natural history, and agriculture were poorly represented. The need for reading among the peasantry is already ripe

The books were looked through both in the library and were taken home. So, in the Annunciation People's Library of the Turin District in 1897, there were more than 400 people who read in the hall, and more than 500 titles of literature were given out for reading at home. (Dunin-Gorkavich, 1897).

The popular form of dissemination of elementary educational, religious and moral knowledge among the general population was popular readings held since the end of the 19th century. Depending on the content and subject matter, their conduct was sanctioned by: the Trustee of the West Siberian educational district, or the Diocesan School Council of the spiritual administration of the Tobolsk Diocese.

The places of public readings were houses of industriousness, reading rooms of the society of sobriety, audiences of educational institutions and societies of out-of-school education. Reading programs took into account the educational and cultural level of the audience, included lectures, conversations of natural science, socio-political and religious content. So, in the Tobolsk house of industriousness, up to 30 mass demonstrations were held annually. Each of them gathered from 100 to 300 listeners of religious classes. In Tyumen, folk readings were held in the premises of the city council, the club of clerks, and the Nikolaev parish school (Sokolov, 1898).

By the decision of the Diocesan School Council, Sunday readings of religious and moral content were widely practiced, organized in parish schools and literacy schools in Tobolsk, Tyumen, Yalutorovsk, Kurgan, Ishim, Turin and other counties. During the school year, there were usually 20 to 30 readings of this kind (1899).

The center of attraction for fans of art and literature in Tobolsk was the People's Auditorium, opened in 1899 with the active assistance of A.S. Sukhanov. The new wooden tower of the original architecture houses: an auditorium with 600 seats, a spacious foyer, rooms for rehearsals, etc. (Kirillov, 1984). The auditorium building became, first of all, a place for public spectacles. Both visiting musicians, actors, troupes of Russian cities and local theatrical societies (Gorodtsov et al., 1915) performed here.

The building of the public auditorium was widely used not only for theatrical performances, but also for giving lectures, reports, performances, since it was the only spacious building in the city. Its stage and hall were used for educational activities by the city society of extracurricular education, the provincial museum, the house of industriousness. Since 1916, the public audience was renamed the city theater (1916, May 7).

7. Conclusion

The Tobolsk intelligentsia, against the background of the socio-economic upsurge in Russia, mastered various forms and directions of educational activities. The strongholds of the scientific and educational activities of the intelligentsia were: museums, libraries, clubs, public audiences, exhibitions, etc. Since the development of capitalism in Russia, and in particular in Siberia in the late XIX - early XX centuries. proceeded at a rapid pace, and the bulk of the population still remained removed for a number of reasons from the state education system, it can be argued that the demand that arose in society for the democratization of scientific knowledge, designed to provide support for socio-economic progress, to a certain extent carried out enlightenment.

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