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# Organization of Tatar Teacher Training Schools in the Legislative Practice of the Russian State in the Post-Reform Period

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## Abstract

The relevance of this article is due to the understanding of modern problems in the field of national education in Russian society and the search for the optimal model of its development, taking into account the globalization processes in the country and the world. The progressive development and political and social stability of multiethnic state education is largely ensured by a well-thought-out and balanced policy in relation to national education. In this regard, it is of great scientific and practical interest to study certain aspects of the imperial policy in relation to the national school of Tatars in the context of the transition of Russian society from traditional to industrial society. This article is aimed to study the legal aspects of the organization of Tatar teachers' schools in the 1860s-1880s in Simferopol, Ufa, and Kazan.

**Keywords:** Kazan Tatar teacher's school, Simferopol Tatar teacher's school, Ufa Tatar teacher's school, Ministry of Public Education, Kazan educational district, Odessa educational district, Muslims, Tatars.

## 1. INTRODUCTION

The object of study in this article has received some coverage in domestic and foreign historiography.

The works of domestic pre-revolutionary authors can be divided into two groups. The first-conservative and protective orientation is represented, first of all, by the works of missionaries, a number of officials of the educational department (Ilminsky, 1910; Mashanov, 1910; Koblov, 1906). Tendentiously assessing Muslim educational institutions and their development prospects, they influenced the formation of appropriate approaches to them by the central authorities and the public. In the works of the liberal-democratic direction, there are attempts to objectively and critically analyze certain aspects of school policy (Malinovsky, 1916; Golubev, 1916; Tsalikov; Fakhretdin, 1909), which is clearly demonstrated, for example, by publications on the legal regulation of school affairs of non-Russian peoples.

In accordance with the specifics of the Soviet historiographical tradition, coverage of the scientific problem under consideration was based on a class approach, which significantly limited Soviet historians in the choice of research topics and options for interpreting historical events and processes (Abdullin, 1976; Ananyich, 1984; Galliev, 1983; Gorokhov, 1941; Dneprov, 1984; Makhmutova, 1982; Nafigov, 1964).

The perestroika years and the post-Soviet period were characterized by the liberation of domestic humanities from ideological dogmas and stereotypes of the Soviet era, access of researchers to previously closed scientific and archival funds, and the use of new scientific approaches (Zagidullin, 1992; Iskhakov, 1997; Karpenkova, 2003; Makhmutova, 2004; Mukhametshin, 2003; Senyutkina, 2007; Usmanova, 2005; Fakhrutdinov, 1990; Farkhshatov, 2000; Bobrovnikov, 2006; Gafarov, 2019; Fazliev et al., 2019; Usmanova, 2019).

Foreign historiography has developed its own specific approaches to the study of the problem under study. They were largely determined by the peculiarity of political, ideological and socio-cultural conditions, which, of course, was reflected in the interpretation of historical sources, the assessment of events and processes (Geraci,

1997; Frank, 2001; Hartley Janet, 2008; Kappeler, 2001; Pipes, 1994; Hosking, 1997; Steinwedel, 2016; Daniel, 1996; Bennigsen, 1974; Robert, 2006; Campbell, 2015).

## 2. METHODS

The methodological basis of the prepared article is the civilizational approach, which allowed considering the object of study in a multidimensional format.

While working on the article, the authors adhered to the principles of historicism and objectivity – as fundamental scientific principles. In accordance with the first of them, the events studied were considered taking into account the political and ideological realities of the era under consideration. The second approach allowed dissociating ourselves from non-scientific factors that can influence the scientific nature and objectivity of research: personal likes and dislikes, in assessing the historical facts and processes under consideration.

## 3. RESULTS AND DISCUSSION

During the post-reform period, a set of measures for the dissemination of general primary education and the Russian language was developed in relation to Muslim peoples, as set out in the "Rules on measures for the education of Foreigners inhabiting Russia" dated March 26, 1870. These tasks were solved through the organization of Russian-Tatar schools, Russian classes at the maktab and madrasah.

In the resolutions of the Council of the Minister of National Education dated February 2, 1870, which formed the basis of the "Rules" dated March 26, 1870, stated the need to train teachers of the Russian language from representatives of Muslim peoples and named the cities in which teachers' institutes were to be established - Ufa and Simferopol. In the Tauride province, some experience has been accumulated in this area.

By this time, Russia already had some experience in organizing such schools. Thus, by the decree of the Supreme Authority dated February 14, 1827 the Tatar School Department (TSDOSG) was established at the Simferopol Gymnasium. The purpose of this department was to train teachers of general education subjects and the Russian language for Tatar confessional schools, as well as teachers for planned state schools for Tatars. The curriculum consisted of a course of county schools, a number of gymnasium subjects (with the exception of Christian and theological subjects, foreign languages), and the Crimean-Tatar language. Students practiced in Arabic, Persian, and Turkish. Teaching of the Muslim faith was carried out by the mullah, who was appointed by the Tavrichesky mufti. A special position of assistant inspector of the Simferopol gymnasium was established to supervise the TSDOSG. It should be noted that this post was taken by the A. Celebi Crimea Howaja, the Crimean Tatar teacher. In addition to the teaching staff, the staff of TSDOSG included two supervisors and a doctor. The systematic and scientific-methodical basis of studying school subjects ensured the popularity of this educational institution, primarily among the noble part of the Crimean Tatar society. The initial success of TSDOSG was gradually replaced by a loss of student interest. V.Y. Gankevich, the Ukrainian historian, among the reasons for this, cites such private circumstances as the closure of the educational institution, the distance from the gymnasium, the lack of road communications, and climatic conditions that affect the morbidity and mortality of children. As a result, for the entire period of the TSDOSG's existence, only 25 people were certified, 9 became teachers of rural Tatar schools. The activity of the TSDOSG was discontinued with the beginning of the Crimean War (1853 - 1856). Subsequently, as a result of a petition in 1856 of P.G. Demidov, the trustee of the Odessa school district, supported by N. I. Pirogov, his successor, before A.S. Norovoi, the Minister of Education, TSDOSG in 1859 was abolished, with the transfer of its funds to the planned special department for children of Mirza at the Simferopol gymnasium (Gankevich, 1998).

A significant role in the development of projects for Tatar teachers' schools belonged to the administration of the Kazan School District (hereinafter-KSD). P.D. Shestakov, the trustee of KSD in his submission to the Minister of Education dated December 3, 1869 made the following suggestions. Due to the religious affiliation of students, P. D. Shestakov divided teachers' schools into two groups: for baptized and unbaptized "foreigners". It is interesting that when organizing teachers' schools for Muslim peoples, P. D. Shestakov recommended adhering to the ethnic principle and establishing their own educational institutions for each nation (Tatars, Bashkirs, and Kazakhs). Due to the fact that the leadership of the Orenburg Mohammedan Spiritual Assembly (hereinafter referred to as the OMSA) was located in Ufa, P.D. Shestakov hoped that a teacher's school for Muslim Tatars organized there would smooth out the Tatars' distrust of him. The proposal to establish a teacher's school in Perm was intended to remove the Bashkirs from the influence of the Tatar Muslim clergy. The organization of a teacher's school for Kazakhs in Orenburg was connected with the proximity of their nomadic places. In the teacher's schools he designed, a three-year course of study was expected. P.D. Shestakov refused to

establish an additional fourth year of study, during which students received practical pedagogical skills, due to the fact that they could acquire the necessary skills during the entire period of study by attending lessons in lower grades. Due to the distrust of Muslims for new type of educational institutions and the difficulty of completing them with students, P.D. Shestakov considered it unnecessary to organize primary schools at teachers' schools.

Due to the fact that teachers' schools were attended by people who had completed the course of primary schools, education in them had to be conducted in Russian. The teacher training program included the following subjects: Russian language, arithmetic, history, geography, drawing, penmanship, didactics, school studies, gymnastics, and various crafts. In the table of lessons compiled by him, the Muslim faith was not represented.

According to the draft of P.D. Shestakov the head of Tatar teachers' schools enjoyed the rights of directors of gymnasiums, teacher - the rights of teachers of gymnasiums. The staff of teachers' schools assumed the presence of an economist and a doctor.

It can be assumed that the benefits granted to students of teachers' schools for baptized "foreigners" were also extended to students of teachers' schools for Muslim peoples, although they were not specified separately. Thus, students of teachers' schools were exempted from military and public service during their studies and teaching activities, and after 25 years of service, these rights were finally assigned to them.

According to the cost estimates recommended by P.D. Shestakov, 9 720 roubles were allocated annually for the maintenance of one Muslim teachers' school. This amount was almost 3 times less than the funds allocated for teachers' schools for Orthodox "foreigners", even taking into account the annual expenses for the church (500 rubles). This was explained by the fact that the latter required more books and textbooks, which, apparently, was due to the fact that representatives of different peoples who had converted to Orthodoxy could study in one school (Shestakov, 1869). A number of recommendations by P. D. Shestakov, in particular, on the location of teachers' schools for Tatars and Kazakhs, school disciplines, language of teaching, internal organization, benefits for students were included in the "Regulations on Tatar teachers' schools in Simferopol and Ufa" dated March 27, 1872.

The project "The Status of Tatar Teachers' Schools in Simferopol and Ufa" developed by the educational department in accordance with the resolution dated February 2, 1870 was submitted to the State Council by A.D. Tolstoy, the Minister of Education, on March 21, 1871.

During the discussion, the project underwent minor adjustments and, having received the approval of the State Council, was approved by the emperor on March 27, 1872.

Tatar teachers' schools were four-grade secondary educational institutions with a one-year period of study in each class. Due to the fact that they enjoyed the rights of progymnasiums under the charter dated July 30, 1871, the basic organizational standards of these educational institutions were "superimposed" on them. Graduates of Tatar teachers' schools did not have the opportunity to enter higher educational institutions of the country. Thus, the authorities, using administrative resources, targeted them to work in Russian-Tatar schools and Russian classes at maktab and madrasah.

For practical training of older students, the Tatar teachers' school was assigned a confessional school with a Russian class.

Subjects of study in Tatar teachers' schools were: 1) Russian language, 2) arithmetic with a short course in geometry and drawing, 3) geography, mainly Russian, with brief information about the most important historical events, 4) "explanation of local works and natural phenomena" - natural history, 5) pedagogy and didactics, 6) penmanship and drawing, 7) Muslim faith. The total number of weekly lessons in all four classes of teachers' schools was 84 hours. "Regulations" dated March 27, 1872 also provided for classes in gymnastics and crafts.

All school subjects, with the exception of the basics of Islam, were taught in Russian. The religious leader was to be chosen from among mullahs who knew the Russian language and, necessarily, with the consent of the mufti. As for the other employees of the Tatar teachers' school, with the exception of the inspector, the "Regulations" dated March 27, 1872 did not affect their duties, noting that they met the requirements, established for employees of the grammar schools of the Ministry of Public Education.

In contrast to the highly approved "Regulations", the project developed by the educational department involved a wider range of officials. Among them, the position of honorary trustee of the Tatar teachers' school occupied a

special place. The title of honorary trustee was granted to the mufti or other authoritative person elected for a three-year term from among the Muslim clergy. He supervised the teaching of religious beliefs, the performance of religious rites by students, and the maintenance of scholarship holders from Tatar societies and organizations. Thus, the honorary trustee acted as a kind of representative of Muslims who observed the life of the school, which, ultimately, was aimed at eliminating suspicions of reactionary intentions of the state.

According to the Ministry of Public Education project, direct supervision of school pupils was assigned to a supervisor who had to have at least a primary education and know Russian. For teachers of the main disciplines, the desirability of proficiency in the Tatar language was noted. However, these items were removed from the approved version of the "Regulation".

According to the Regulations dated March 27, 1872 in Tatar teachers' schools, annual admission of students was established, based on the results of examinations, to which persons of all classes were admitted at least 15 years of age. Up to 40 students could be supported by the treasury, unlike the Ministry of Public Education project, according to which the state funded only 30 students. If conditions allowed, the school accepted scholarship holders of district councils, public or private organizations, as well as individuals who studied at their own expense. Although Tatar teachers' schools were declared closed educational institutions, the educational department was granted the right to accept incoming students whenever possible.

Students who had been in the same class for two years and did not show positive results were excluded from school. Pupils who were on state support and left school at their own request, compensated the state expenses at the rate of 90 rubles per year for the maintenance of one student.

Unlike the Ministry of Public Education project, the highly approved version did not regulate all organizational aspects in detail. Thus, there was no fixed vacation time (the Ministry of Public Education project provided for winter (2 weeks) and summer (6 weeks) vacations); items that set transfer and final exams for pupils of Tatar teachers' schools were excluded, etc. Later, on August 1, 1873 the emperor approved the proposal of the Minister of Public Education submitted to the State Council to establish summer holidays for Tatar schools in Ufa and Simferopol for the period from June 20 to August 15 (Balasheva, 1877). This was the result of the corresponding petitions of the trustees of the Kazan and Odessa school districts and was caused by the difficulty for students of a long academic period and the need for school pupils from the peasant class to help their families during summer agricultural work. In 1876, as a result of the highly approved report of the Minister of Education, summer holidays were set for the period from June 1 to August 1 (State Archive of the Republic of Tatarstan).

The "Regulation" dated March 27, 1872, which provided for weekly rest for students, did not establish the day of the week. According to the Regulations, students were exempted from classes during Muslim and Orthodox holidays, the list of which was subject to approval by the Minister of Education by prior agreement with the spiritual authorities. According to the project of the educational department, this function was assigned to the trustees of educational districts. The transfer of authority to the Ministry of Public Education leadership was apparently subordinated to the desire to unify the internal organization of Tatar teacher training schools in both districts. The list of relevant religious holidays was approved by the Minister of Education only in 1876. In accordance with the order of the minister, school classes were also not held on anniversaries for the royal house (birthdays of the ruling emperor, empress, crown princes, accession to the throne, coronation, etc.) (Circular on the Kazan school district. – 1876).

In relation to pupils of Tatar teachers' schools, corporal punishment was prohibited. During the training period, they were exempt from in-kind and recruitment duties. "By the Statute on military service" of 1874, Tatar teachers' schools were classified as third-class educational institutions, which allowed their graduates, as well as those who passed the examination for knowledge of the course of these educational institutions, to receive benefits, according to which the term of active service was reduced to 3 years (Anisimov, 1874). Those who did not complete the full course of Tatar teachers' schools were granted benefits similar to graduates of educational institutions of the 4th category (Russian-Tatar teachers' colleges, Russian classes at maktab and madrasah).

In the "Regulations" dated March 27, 1872 was recorded the exemption of graduates of Tatar teachers' schools from military conscription if their teachers determined Russian-Tatar educational institutions for the period of their stay in these positions (Balasheva, 1877). Earlier, by decree dated December 26, 1870, persons of the taxable class who were teachers of primary public schools and had certificates for the corresponding titles were exempt from in-kind and recruitment duties for the "time of their service in office" (Circular on the Kazan School District, 1870). It should be noted that the Ministry of Public Education, in submitting the draft law to the State Council, emphasized the need to introduce benefits specifically for teachers of Russian-national schools

from among indigenous peoples, who were supposed to form a trusting attitude of the Muslim population towards Russian-Tatar schools. But the state did not immediately bother to create mechanisms for implementing this law for Muslim peoples: there were no special teacher training schools for them until 1872.; the procedure approved in 1868 by the Minister of Education for obtaining the title of teacher of the primary national school provided for the examination in the discipline "The Law of God", the existence of documents on acceptance of Orthodoxy (Circular on the Kazan school district. - 1868).

Graduates of Tatar teachers' schools received a teacher's certificate from an elementary Tatar school and had an advantage over other applicants in determining the position of teachers of Russian-Tatar schools and Russian classes at confessional schools. Moreover, in the absence of vacancies, full-time students were given the opportunity to stay in school for one year with their maintenance at the expense of the educational institution. During their stay at the teacher's school, they were required to work with primary school students and provide them with assistance in preparing for lessons.

Students of teachers' schools, who were appointed teachers of Russian-Tatar educational institutions, who were trained with state funds, had to serve in these positions for 6 years. In case of refusal, they paid the amount spent by the state on their education. If graduates of Tatar teachers' schools have worked as teachers of Russian-Tatar schools for 12 years, the educational department could apply for the title of personal honorary citizen.

The management of the Tatar teachers' school and the primary school attached to it was carried out by an inspector, who was appointed from persons who had pedagogical experience and knew the Tatar language. The inspector was directly subordinate to the county trustee. He was also responsible for teaching pedagogy and didactics.

A special place in the management of Tatar teachers' schools belonged to the Pedagogical Council, which consisted of an inspector (chairman), full – time teachers, and if necessary-a doctor (with the right to vote), an economist and teachers "for hire". In activities with Pedagogical Council there are four areas: teaching (the review of programs of teaching, their distribution by grade and teachers; manufacture of admission, transient, final exams; issuance of certificates, expulsion of students for academic failure; the recruitment for the school library; etc.); educational (control behavior of students, etc.); economic (inspection of the school premises, cost estimates for construction, repair works, and also for the maintenance of students , etc.); control (election of the Secretary of the Board, discussion of the proposals of the members of the Board to change the internal order in school) (Circular on the Kazan School District– 1877). But the solution of key issues, for example, determining the amount of funding, changing in the internal order and etc. depended on the school district trustee and the central educational authorities.

The possibility of organizing teacher training courses for teachers of Russian-Tatar educational institutions at Tatar teachers' schools in their free time was established according to the "Regulation" dated March 27, 1872. Despite the fact that organizational issues, the review of teaching programs, were under the jurisdiction of the Pedagogical Council, the final decisions on them, as well as the authorization of pedagogical courses, depended on the trustee of the educational district (Circular on the Kazan School District– 1877).

The courses operated at the expense of special school funds, which were formed from the remnants of student maintenance and various donations. Subsequently, according to the highest approved opinion of the State Council dated November 5, 1877, their state financing was established: 50 roubles were to be allocated from the budget of the MNP for the maintenance of the visiting teacher.

In more detail, the procedure for organizing pedagogical courses was regulated by the regulations approved by the Minister of Public Education on November 18, 1877 "Rules on teacher training courses organized at Tatar teacher training schools for teachers of Tatar schools". According to the "Rules", the courses could be as graduates of the Tatar teachers' school and those who have received teacher of the title by the exams as an external student; annually for the courses was supposed to invite up to 20 teachers, if possible, with the same level of theoretical and practical training; courses had to settle with the beginning of summer vacation for 3-4 weeks; plan and the programme was made by inspector of the Tatar teachers' school and approved by the Trustee of the school district; items of didactic classes were the Russian language and mathematics; actively in teaching courses involving teachers of the Tatar teachers' schools, elementary school of the school and the warden; the reading of the course of teaching Russian language and arithmetic was entrusted to inspector teachers' school. To determine funding levels, it was recommended that Ministry of Public Education be informed in advance of the estimated number of participants from outside the city (Circular on the Kazan School District– 1877).

An alternative to studying in Tatar teachers' schools to obtain the title of teacher of Russian-Tatar schools or Russian maktab and madrasah was to take exams as an external student. Examinations for applicants for teaching positions in Russian classes and Russian-Tatar schools could be held both in the pedagogical councils of Tatar teachers' schools, and in the testing commissions of gymnasiums and county schools.

On the basis of the "Regulations on Tatar teacher training schools in Ufa and Simferopol" in 1872, the Simferopol Tatar Teacher Training School (1872-1917) was opened. The charter of the Tatar teachers' school in Simferopol was somewhat different from the "Regulations" of 1872. The school consisted of 5 classes with a one-year course of study in each. The last class was aimed at studying pedagogy and practical pedagogical classes of students.

First Tatar teachers' school was organized in Ufa. In 1877, it was transferred to Orenburg, and in 1890 - closed, with the transfer of property of the educational institution to Orsk-Orenburg Kazakh Teacher's School. The removal of Ufa Governorate from the administration of the KSD from January 1, 1875, stimulated the organization of the Kazan Tatar Teachers' School (1876-1917) from January 1, 1876.

#### 4. CONCLUSIONS

Summing up, it should be noted that the "Regulations on Tatar teachers' schools in Ufa and Simferopol" of 1872 became the defining document on the basis of which Tatar teachers' schools were organized in Simferopol, Ufa, and Kazan. "Regulations" of 1872 was a continuation of the decisions of the Council of the Minister of Public Education dated February 2, 1870 and it was in line with the state's educational policy towards Muslim Tatars in the post-reform period. When developing this "Regulation", a proven scheme was applied, in which local authorities studied the problem in more detail and provided their recommendations to the central educational department. Subsequent regulatory documents corrected and regulated the activities of Tatar teachers' schools in more detail.

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