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Patronage in the system of church-school education as a form of communication in educational space of Russia in the late 19th-early 20th century

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Abstract

The paper discusses the issue of patronage as a form of communication, both religious and secular elements at the micro level within the system of church school education in Russia in the late XIX-early XX century. The author reveals the reasons of occurrence of patronage and analyzes the conditions for establishing linkages with church-school system, forms of support organization of elementary Orthodox and teacher training institutions and their contribution to schooling at both country and separate regions. The conclusion about specifics of patronage as a form of communication in the educational sphere in the pre-revolutionary period is made.

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1. Introduction

The Russian Orthodox Church in the late XIX-early XX century, actively participating in the field of public education, has created a multi-step system of church school education, which offered the opportunity to receive elementary education and pedagogical education for the members of different social classes, especially the lower

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ones, of different national origin and religion. This phenomenon allows speaking about intercultural communication in educational space of the country in the pre-revolutionary period. Different composition of primary and teachers church schools as a specific factor, along with other aspects of their functioning has been the subject of research in works of scientists (Kwon, 2000; Vvedensky, 2004; Zhitenev, 2004; Krasnitskaja and Bauer, 2012; Krutitskaja, 2004; Petrenko, 2008). Along with this, a scientific interest has the question of communication within a single system at the micro level, in particular the patronage as a form of interaction and communication of spiritual and secular element in education.

2. Data and methods

The basis of the source base of the study of this question was a set of documents in the Central and local archives and libraries of the country. First of all legislative and normative-legal acts in the field of Russian Church-school education of the late XIX-early XX century ("Regulations about parochial schools" 1884, "Regulations about schools of grammar" 1891, "Regulations on the management of parochial and grammar office of the Orthodox Confession" 1896, "Regulations for Trustees of church schools" 1898, "The Regulation of church schools of Department of Orthodox confession" 1902, "The Regulations of parochial patronage in the parochial schools," 1914, the Definition of Holy Synod the establishment of relations of parochial councils, parochial sponsors, brotherhood and similar existing and operating institutions to church schools, 1906). The analysis of these documents allowed tracing the organization and changes in the system of church-school patronage, as well as conditions of communication with the church and schooling management. However, they only specify general situation, not showing real practical experience in this matter.

Secretarial documentation (records of the chief procurators of the Holy Synod of the unpublished records of the diocesan school councils and their county offices, reports on the activities of the parish wards, of the church schools of different regions of the country in the late XIX-early XX century), which allowed to identify, compare and summarize daily activities of the patronage, forms of their work, mechanisms to address pressing problems and the specificity of the interaction of spiritual and secular elements. Unpublished sources deserve special attention, because they contain not only positive but also negative sides of the problem, allowing the researcher to give an objective assessment of events.

Quite informative was the analysis of the materials of periodicals (magazines "Church news", local diocesan newspaper, the messengers of the country council), and historical sketches of the development of church schools, containing explanations of official authorities on the subject and information on the activities of the wards. The latter, created to show the successful development of church-school education, though fully presented information, needed to be taken critically.

To determine the general position of affairs in the sphere of patronage in quantitative way, church school management reference materials (collections of statistical information) were involved, details of which were correlated with other (archival) sources.

In general, groups of sources, complementing each other, created a representative basis of the study.

To study the specificity of patronage as a form of communication in the Russian educational space, the author used general scientific (analysis, synthesis, comparison, generalization) and specific (historical-comparative, historical-systemic, historical-genetic, historical-statistical) research methods. The second group of methods allowed tracing the evolution of patronage in case of the context of interaction of religious and secular elements, to determine the conditions of their interaction, forms of communication both throughout the country and individual regions.

3. Results

One of the reasons for the emergence of trusteeship in church schools of different types and consequently the involvement of the secular element was the lack of financial resources in Russian Orthodox Church and in the state for the maintenance of educational institutions. Due to the widespread distribution of the first Orthodox schools since the mid 80-ies of the XIX century the church school management relied on local sources (grants from the

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