ACTIVITIES OF THE RUSSIAN MARITIME UNION FOR THE ORGANIZATION OF NAVAL EDUCATION IN THE EARLY TWENTIETH CENTURY

Medet Dzhoraev

Deputy Head of the faculty (artillery intelligence and ACS)
Mikhailovskaya military artillery Academy, lieutenant colonel, 22 Komsomola street, Saint Petersburg, Russia. E-mail: medet.dzhoraev@mail.ru

Abstract

One of the main tasks of the Russian Maritime Union as a public organization established in the early twentieth century. for the revival of the Russian fleet against the defeat of Japan, it was the spread of naval education in the country. The Russian Maritime Union had in its ranks representatives of the Grand Ducal family, top military commanders, prominent officials and famous scientists. With such a composition of founders and members, the public organization was able to directly influence the sphere of domestic naval education. A significant achievement of the Russian Maritime Union was the widespread dissemination of knowledge about naval Affairs among the population of the Russian state. In addition, after a series of consultations with specialists of the Russian naval Department, members of the public organization managed to implement several important innovations in higher educational institutions of the fleet.

The project proposed at the meeting of the Russian Maritime Union and approved by its members to create reformatory ships for the re-education of juvenile delinquents did not find support from the official authorities of the Russian Empire. At the same time, the mentioned promising project was modeled on the British Navy and in the future could provide the Russian fleet with professionally trained lower ranks.

Keywords: Russian Maritime Union, naval education, higher education institutions, Russian Navy, Russian Empire, project of reformatory ships.

I. INTRODUCTION

At the beginning of the twentieth century, such scientists as I. p. Azbelev [1], N. N. Beklemishev [2] [3] and P. I. Belavenets conducted research concerning the creation and activity of the Russian Maritime Union. [4] [5] [6]

In Soviet times, the organization of the Russian Union was more or less dealt with in their own scientific works by L. G. Beskrovny [7] [8], S. S. Khesin [17] and Yu. a. Khramov. [18]

The Russian Maritime Union was studied more actively at the present stage of historiography. Here you can name articles, collective and author's monographs of such researchers as Yu. a. Shushkevich [19], D. V. Liventsev [10] and V. M. Khrustalev. [20]

II. METHODOLOGY

Historicism has become a fundamental method in our work. Comparative analysis was used for the role of the Russian naval Union in the reform of naval educational institutions in the early twentieth century. The effectiveness of the Russian Maritime Union was evaluated using the historical retrospective method. The author of the article also used one of the key methods – problem-chronological.

III. DISCUSSION

In 1905, the draft "Charter of the Russian Maritime Union" listed ways to achieve its goal. Among them, the

following points related to the spread of naval education in the Russian Empire::

1. Public lectures.
2. Dissemination of practical and theoretical information by publishing special literature.
3. Promotion of all specialties of Maritime education.
4. Organization of competitions of naval works.
5. Distribution of prizes, medals and other awards for the development of Maritime issues.
6. Organization of congresses of all persons interested in naval Affairs.
7. Periodic arrangement of exhibitions and museums.
8. Establishment of specialized naval libraries [15, l. 2].

During the formation of the Russian Maritime Union, several well-known scientists and teachers joined the public organization. For example, a full member of the Imperial geographical society P. E. Ostrovsky. [16, p. 47]

Already at its creation, the Russian Maritime Union in 1906 developed a clear plan for public activities. The Council of the organization wanted to hear expert assessments on the following areas of Russian naval Affairs:

1. the Nature of the future of Russian shipbuilding (project Manager – K. p. Boklevsky).
2. Ways to reform the Russian naval education (head of the direction-Prince B. B. Golitsyn).
3. Annual information on the budget of the Maritime Ministry (project Manager-S. V. Rukhlov).
4. Information about sea communications between European Russia and the Far East (project Manager-p. V. Verkhovsky).
5. Development of a project on the right to sail under the Russian national flag.

First of all, at its meetings, the Russian Maritime Union paid attention to the development of Russian naval education. For example, in 1906, the members of the organization instructed the Chairman's comrade, Prince B. B. Golitsyn, to make a request to the Minister of the sea concerning the following points:

1. in View of the fact that the new rules concerning the voluntary service in the Navy and the swearing-in of pupils of special classes of the Naval cadet corps make significant changes to the current Charter of the training organization, considered at a meeting of the State Council, bring the above-mentioned rules into General legislative order.
2. in order to meet the requirements of fairness and uniformity and in the interests of the naval service, make some changes to the rules concerning the voluntary service in the Navy and the swearing-in of pupils of special classes of the Marine cadet corps. [14, p. 10]

As we can see, issues of naval education occupied a significant place in the program of the Russian Maritime Union. In addition, public lectures on the following topics were planned:

- The need for a fleet for Russia;
- Analysis of the defeat in the Russian-Japanese war of 1904-1905;
- Characteristics of existing marine public organizations abroad. [14, p. 7]

In 1907 the Council of The Russian Maritime Union adopted a work plan for the following year on the following issues:

1. Organization of the Maritime Ministry for the reform of naval education.
2. The question of the ratio of funding for underwater and surface fleets, together with the characteristics of the appropriateness of funds allocated to them from the budget.
3. About the economic benefits of building a fleet in Russia or abroad.
4. Questions concerning the material support of the fleet:
 - Basing;
 - Fuel supply;

- Repair;
- Food supply.

In 1908, members of The state Duma and employees of the Russian Maritime Ministry were involved in the consideration of these issues. It is the promotion of Russian naval Affairs by members of a public organization that deserves special attention. In addition to the above-mentioned activities, the Russian Maritime Union was actively engaged in:

- Publication of special naval literature;
- Organization of accessible public lectures on naval Affairs;
- Formation of expositions of all-Russian naval exhibitions together with the fleet renewal League;
- A device for the General population of naval libraries.

A report by I. P. Azbelev on the organization of naval reformatories for juvenile delinquents, read in 1910, is of considerable interest. [11]

I. P. Azbelev formulated the problem as follows: "... I am extremely happy to see so many listeners in front of me. Some of you were brought here by your interest in the cause of our Union, others came out of a sense of duty to support the General meeting of the Union, others, perhaps, were interested in the novelty of the topic, others – just out of curiosity, as they say, the speaker reads, and, finally, there are probably some of you just bored people who came here to spend the evening. In any case, thank God, you have gathered, you are light, warm, perhaps even cozy, and the mood, in General, of course, is benevolent. I should not, I think, touch upon anything in the forthcoming report that might disturb your peace, or stir up the sad recesses of your soul.

Then I.P. Azbelev described unfavorable social conditions for peasant children who came to the city to learn a craft: "...here is a shoemaker's, or locksmith's workshop: rooms-basement, dampness, dirt, insects and smoke. There is a dim light from the Windows near the ceiling.

... Full of artisans. The conversations are most unchildlike. All sorts of vices, drunkenness, debauchery-all this is densely deposited at the bottom of this basement. Work from early morning until late at night: artisans knock out an extra penny. They don't have time to teach a student. The student must get up before everyone else, clean the room, flood the stove, put the samovar. He runs to the store for vodka, on holidays he sets up drunken workmen and the owner, he nurses the owner's children, is at the mistress's Beck and call. He gets kicks and slaps from both drunk and sober, and for work, and without work. Sleeping in a closet, dressed in rags, eating what God sent.

Then I. P. Azbelev speaks about the need of the Russian Imperial Navy in well-trained lower ranks: "... thus, it is not enough to set up Dreadnoughts, mine cruisers and submarines of the latest improved type, it is necessary to give them well-trained and trained people, and this is not an easy task.

... That it is not easy can be seen because none of the modern foreign fleets can boast of a completely satisfactory solution to the question of training and manning ships, which are a huge collection of all sorts of the most complex mechanisms. Handling such mechanisms requires special knowledge, experience, and skill; and how do you get it from our rookie sailor? Although they try to recruit our fleet with young people who were at least somewhat familiar with some kind of mechanical production, locksmithing, blacksmithing, etc. from their former profession.

... But, firstly, there are not so many such persons among the set at all, and, secondly, their knowledge for the specified task is more than insufficient, long-term serious training is needed, and this training is being done in our fleet. " [1, p. 6]

As a result, I. P. Azbelev refers to the experience of reformatory ships in England, which train young criminals as seamen for the Navy: "... according to Lieutenant General Linden, there is an opinion in England that the habit of the sea should be created very early and that boys of 14-15 years are the most suitable for training.

... At this age, they are full of youthful zeal and desire to study; they can be molded like wax and learn anything. Rapid assimilation in these years is very developed. The best proof is the speed with which they learn semaphore and other signaling.

... by recruiting, therefore, boys from an earlier age and preparing them in the Junior naval schools for transfer to the senior ones, we will come even closer to the desired goal. Lieutenant-General Linden goes on to say that the English, when choosing boys for naval service, pay mainly attention to the following qualities:

- 1) Health;
- 2) Mental development;
- 3) The ability of marine life.

...more than half of the urban boys do not meet these qualifications. The main reasons for their rejection are:

- 1) Poor vision;
- 2) Flat feet;
- 3) Damaged teeth.

...to the qualities listed above, one more condition should be added that has a great influence on the boy's training – the father's service in the Navy. Experience shows that the service of the father is an excellent incentive for a young man who has chosen the sea career, the desire to follow in the footsteps of his father makes him put up with the strict discipline and hardships associated with sea service.

... If the boy grew up by the sea or was brought up on the water, for example, helping to work on fishing boats, then he is an excellent material for developing a military sailor from him. Unfortunately, it is this element that shuns the Navy – they are afraid of the strictness of discipline, and they prefer a free path." [1, p. 8]

In his reasoning, I. P. Azbelev relied on the rich experience of penitentiary institutions for military juvenile criminals organized in the British Navy. [12] And for these purposes, he proposed to allocate a military ship "Psezuape", located in the port of Sevastopol. [13]

Naturally, I. P. Azbelev suggested that members of the Russian Maritime Union discuss many problems related to the formation of naval schools-reformatories in a discussion plan: "...here, in my opinion, are the General guidelines for the establishment of marine schools-shelters.

I. P. Azbelev concluded his detailed report with the following conclusion: "... if we set the duration of service in the same amount, then by the age of thirty our Pets will have completed their compulsory service and can choose a free field of activity. Of course, they will be most desirable and valuable for our commercial fleet, which is currently being completed, I know very well with great difficulty, and the composition of its lower ranks, especially specialists, leaves much to be desired. But if, after finishing the service, he did not want to continue his naval activities, for some reason he would be disgusted with the naval service, then he will not be lost, he will be no less valuable than in any state-owned and private factory and factory enterprises.

... disciplined from childhood, brought up in a Patriotic spirit, untouched in his youth by the evil influence of the depraved factory environment, he will be a welcome employee in this field as well.

... the Maritime Union thus gives him the right direction for the rest of his life." [1, p. 10]

Unfortunately, later the project of reformatory ships for juvenile delinquents did not receive support from the highest officials of the Russian Empire.

IV. RESULTS

As a result, the Russian Maritime Union paid attention to the issues of domestic naval education. Members of the public organization managed to achieve significant success in spreading knowledge among the population of the Russian Empire about naval Affairs and reforming higher educational institutions.

A promising project for the naval re-education of juvenile delinquents, approved by members of the Russian Maritime Union, has not been implemented at the state level.

V. CONCLUSION

If we sum up the results of the activities of the Russian Maritime Union in the field of organizing naval education, it is necessary to recognize the effectiveness of the public organization in solving the tasks set in this area. Thanks to the presence of representatives of the highest aristocracy, generals, admirals, senior officials and famous scientists among the members of the Russian Maritime Union, a number of important problems of Russian naval education were solved.

VI. ACKNOWLEDGMENTS

Documents of the Russian archive of the Navy (RGA of the Navy) and little-known reports of a public

organization and publications from the journal "Proceedings of the Russian Maritime Union" confirm the activities of the Russian Maritime Union in the field of domestic naval education. Historians have used these sources and scientific literature at the present stage of historiography.

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