EDUCATIONAL INSTITUTIONS OF THE JAPANESE AND CHINESE FLEETS ACCORDING TO RUSSIAN NAVAL INTELLIGENCE IN THE SECOND HALF OF THE XIX – EARLY XX CENTURIES

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Abstract

During the XIX – XX centuries, Russian naval intelligence functioned in the far Eastern region. In the second half of the XIX century. Japan and China were not of particular interest to the Russian Maritime Ministry. Russian naval experts considered these States lagging behind in terms of fleet development compared to the leading Western European powers. However, at the turn of the XIX – XX centuries, the success of the state naval program of Japan forced the Russian Maritime Ministry to establish the position of a naval agent or official intelligence officer in the far East. Naturally, the activity of Russian naval intelligence became more intense after the defeat in the Russo-Japanese war of 1904-1905. At the same time, China, which lost the war to Japan in 1894 – 1895, also periodically tried to implement its naval programs to strengthen the fleet.

Special educational institutions of the Japanese and Chinese fleets have become one of the main activities of the Russian naval intelligence service. Naval agents and their assistants tried to evaluate the effectiveness of educational programs for training specialists in the second half of the XIX-early XX centuries.

Keywords: naval intelligence, Japan, educational institutions, China, Russian Empire, naval agent, Japanese Navy, Chinese Navy.

I. INTRODUCTION

The problem of Russian naval intelligence [3] in the far Eastern region [4] was dealt with in the second half of the XIX-XX centuries [1] by a number of researchers. Among them, it is necessary to highlight D. dead And a number of articles in the journal "Marine Collection". [19]

In the Soviet period of historiography, General problems [9] related to the intelligence activities of the Russian Maritime Ministry [10] were addressed in works on foreign policy [7] [8]. They also paid attention to it in special reference books [5] [6] and collective monographs devoted to the Pacific fleet [15] and the Amur flotilla [2].

The most productive in the study of the problem of Russian naval intelligence in the far East in the second half of the XIX-early XX centuries is the modern period of historiography. [27] [28] at this stage, it is necessary to highlight the scientific research of historians Liventsev D. V., [16] [17] Fedulov S. V. [29] [30] and Solovyov D. N. [26] At the same time, there are a number of works indirectly affecting the topic of Russian naval intelligence. [31]

II. METHODOLOGY

The fundamental method in the scientific article is the inviolable method of historicism. The method of comparative analysis was used to study naval educational institutions in Japan and China. The effectiveness

of the educational process in Japanese and Chinese educational institutions of the fleet was evaluated using the method of historical reconstruction. The author of the article also used the problem-chronological method.

III. DISCUSSION

In 1874, the magazine "Marine collection" publishes information about the development of Japanese naval education: "... the Japanese government asked the British to send officers of the Royal Navy to train future sailors of the Japanese Navy, and in July 1873, a whole expedition arrived in Yokohama for this purpose. It consists of seven officers, namely:

1. Commander - head of the expedition;
2. Ship's Lieutenant;
3. Navigator's lieutenants;
4. Mechanics;
5. Junior officers of the rank of conductor:
 - 2 boatswain;
 - 2 gunboats;
 - 1 carpenter's master. [20, p. 69]

All students of the Japanese naval school were divided into 4 categories:

1. The First category is for training active officers of the Navy.
2. The second category – for training navigators combatant of the Japanese Navy.
3. The third category is for training of marine engineers of the Japanese Navy.
4. The Fourth category is for training naval engineers of the Japanese Navy.[20, p. 70]

The Japanese naval Academy had a well-developed infrastructure:

- Barracks for the housing of students;
- Classrooms for practical training;
- Recreational halls for listeners;
- Test site;
- Park for walking.

The internal regulations of the school were managed exclusively by Japanese officers. Invited the British were only theoretical classes. Training at the school lasted 4 years, it accepted students from 15 to 20 years.[20, p. 72 – 73]

The magazine "Marine collection" made the following conclusions about the state of training for the Japanese Navy: "... after a three-or four-year course, all who passed the final exam will be appointed midshipmen on floating vessels.

...this system, it seems, should lead to better results, but, apart from the opposition that it may meet in administrative areas, the conditions of education in Japan in General do not allow it to be fully applied if the government does not take care to arrange a preparatory school for this purpose.

In turn, the office of the Maritime Ministry assessed the state of naval training as follows: "... the Maritime school was founded in Yedo no later than 1872 and has a staff of 250 young people, mainly from the nobility. Its chief is a Japanese naval officer of Admiral rank; some of the Tutors and teachers are also Japanese. But, in fact, the naval education of seamen is true to the British, who arrived there in 1873.

An important stage in the establishment of Russian-Japanese relations was the visit to Japan on October 15, 1872 on the frigate "Svetlana" by Grand Duke Alexey Alexandrovich. During his visit to Japan, Grand Duke Alexey Alexandrovich was invited to a reception with the Mikado. [27, p. 40 – 41]

At the same time, the Japanese Emperor in the mid-70s of the XIX century began to arrange regular

receptions for officers of The Russian Imperial Navy. [19, p. 5 – 23] about these visits, Russian Navy officers left a number of documentary evidence.[17, p. 211 – 212]

The Russian Maritime Ministry is also beginning to pay attention to the Japanese Navy. Naturally, at first we are only talking about collecting data on the formation of the Japanese naval forces. For example, on August 30, 1869, the Admiral-General of the Russian Navy reported on Japanese vessels located in the roadstead of the port of Hakodate to the commander of the clipper "Horseman". [21, l. 1] in a report dated February 24, 1872, the Russian Consul in Japan wrote: "...the fleet is arranged on the model of the English; at present it consists of 12 vessels, of which one is an ironclad.

The Russian press also continued to monitor the state of Japanese naval education. On November 6, 1904, the newspaper "far East" reprinted material from the periodical "Daily Mail" about the organization of the naval school and arsenals in Japan. The English newspaper reported that the naval school is located in a picturesque area. It trains 570 cadets. All of them are young men from 15 years of age.

Usually every year the school accepts 180 students, and the competition is 5 thousand applicants. The full course of the Japanese naval school is 3 years, after which the graduate is awarded the first officer rank.

The Maritime school itself is characterized by an atmosphere of practical knowledge. Cadets are constantly undergoing shipbuilding and photography. Special attention is paid to naval practice on ships of the Imperial Japanese Navy.

In the 70s of the XIX century. [11] [12] China makes a number of successful attempts aimed at the development of European naval Affairs [13] [14]. Here is what the magazine "Marine collection" wrote about the development of naval Affairs in China in 1873-1874: "... in the past, 1873, and this year, foreign military-technical magazines have published several articles about the ongoing development of the forces of our neighbors in the far South-East – the Chinese. This is how, for example, the appearance of one of these articles is justified in the issue of November 1, 1873. "...if it had not happened that the industry of the Asiatic peoples improved, and they themselves became able to supply themselves with weapons, build ships, and strengthen the borders, without any need for the art and improved techniques of the Europeans, their development, already proceeding with great strides, would have gone even faster and could have been lucky, as we now see in the example of the relationship between the Chinese and the Dutch, to the most unexpected results. " [18, p. 67]

For Chinese who want to work at the Fu-Chau Arsenal and improve their level of professionalism and income, there are special schools that provide basic knowledge of shipbuilding.

The first is a school organized by French specialists. Its curriculum includes the following subjects:

1. Arithmetic.
2. Algebra.
3. French shipbuilding.
4. Geometry flat.
5. Descriptive geometry.
6. Mechanics.
7. Drawing.
8. Trigonometry.
9. Physics.
10. Geography. [18, p. 72]

It is this school that trains future administrative personnel to manage Chinese naval shipyards.

The second-the craft school-trains professional craftsmen and workers, the number of which is still very limited in China.

The third educational institution is a drawing school. It should be noted that the last two educational institutions sufficiently teach a number of subjects:

1. French.

2. Geometry flat.
3. Descriptive geometry.
4. Elementary arithmetic.

Since 1873, the Chinese have founded a Maritime school, which includes three classes:

1. The theory of navigation – 25 students.
2. Naval tactics – 19 students.
3. Sailing boat – 30 students.

In the Maritime school, the main subjects are:

1. English.
2. Arithmetic.
3. Navigation
4. Algebra.
5. Geometry.
6. Lot.
7. Trigonometry.
8. Geography.
9. Geometry.
10. Practice on a training ship. [18, p. 73]

All the above-mentioned information about the new naval school in Chifu was verified by the naval Institute in Japan, Lieutenant A. N. Voskresensky.

On November 28, 1907, Lieutenant A. N. Voskresensky, who had already taken up the position of naval agent in Japan and China, sent information to the Russian Maritime Ministry about the organization of the Chinese naval Department in the war Ministry. Subsequently, it was this Maritime Department that was to form the basis of the new Maritime Ministry of China.

The information summarized by Lieutenant A. N. Voskresensky about the Chinese naval formation in 1910 [22, l. 10] was as follows:

1. In Shanghai, the construction of Higher Maritime school.
2. 20 promising officers and midshipmen from Nanking were sent to study naval Affairs in the fleets of the following leading Western European powers:

- Britain;
- France;
- Germany.[24, l. 8]

3. 45 students who are in a commercial Maritime school in Japan are recalled back, because Admiral Shi considers it necessary to strengthen the fleet with competent naval officers and then retrain them not in commercial, but in naval Affairs.

4. The Maritime school in Canton is Developing, which consists of 4 classes and trains the following specialists:

- Naval officer;
- Mechanics;
- Miners.

All naval specialists graduated from the naval school join the Canton flotilla. As of 1906, in the Canton of the naval school trained:

- 1st grade – 12 students;
- Grade 2 – 10 students;
- Grade 3 – 30 students;
- 4th grade – 40 students.

82 Chinese school students are taught by:

- 5 Chinese teachers;
- 2 Japanese instructors;
- Retired Japanese non-commissioned officers.

5. A craft Maritime school is also opening In Canton. The course of study is 5 years, each year about 40 students are recruited. After completing 3 courses, students of the craft school have the right to transfer to the naval school in Canton. [23, l. 2-3] for the best students of the craft school, who have completed a full course of science, foreign practice is provided, upon return from which they have the right to enter higher technical educational institutions.[24, l. 9]

In addition, senior Lieutenant A. N. Voskresensky noted that 8 Chinese students from the Maritime school were trained in Japan. At the same time, they devoted a year to practice in the artillery and mine school. [25, l. 1]

IV. RESULTS

As we can see from the above analysis, the Maritime Ministry in the second half of the XIX century. gradually recognizes the success of the Eastern neighbor in naval construction. At the beginning of the twentieth century, the Russian naval agent is already working in two countries – Japan and China. This situation is confirmed by the research of historians at the present stage of historiography.

Despite this, representatives of the Russian naval intelligence were able to get information about the school in Yokohama, the Maritime school in Yedo, the educational institution at the Fu-Chau Arsenal, the Canton naval school and the higher naval school in Shanghai.

V. CONCLUSION

If we sum up the results of the activities of the Russian naval intelligence to collect data concerning Japanese and Chinese naval educational institutions, for a long time they were fragmentary and fragmentary. Moreover, information for the Russian Maritime Ministry for a long time came from non-professional scouts. Only after the defeat in the Russo-Japanese war of 1904 – 1905, Russian naval intelligence began to pay more attention to the fleet of its Eastern neighbors.

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