

SOCIAL IMAGE OF THE TEACHER OF SOCIAL STUDIES IN THE TATAR AUTONOMOUS SOVIET SOCIALIST REPUBLIC (ON MATERIALS OF ALL-UNION SCHOOL CENSUS 1927)

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The relevance of the research problem is related to the fact that the socio-cultural history through the description of the school teachers of social science of Kazan in the period of establishing the Soviet system of education is becoming important in modern conditions of reforming of a society, searches for effective interaction between the centre and the province, ensuring social cohesion and protecting the rights of teachers in the modern Russian Federation. This article aims to review the social situation of Soviet teaching in the school construction on the basis of statistical materials of all-Union school census of 1927. The leading approaches to the problem under consideration are the methods of historical anthropology, micro history and statistics, which allowed to give the objective results of social and economic status of teachers of social studies at the Tatar Autonomous Soviet Socialist Republic. The article reveals that teachers of social science had responsibility for the following important tasks: training students of different types at school within the Bolshevik ideology; the formation of human resources of teachers on the basis of the principle of retraining and gradual replacement by new personnel. In addition, the article reveals the statistical data that gives a comprehensive characterization of the status of teachers in the city of Kazan. It is substantiated and proved that teachers in the 1920-ies were heavily dependent on the party-state authorities, were given public-ideological work outside of school, because of what had no free time, being in constant stress because of many checks and political purges. Analysis of the data of school teachers of social studies of II level of the city of Kazan, conducted on materials of the National archive of the Republic of Tatarstan, allows you to make a generalized social profile, and clarify certain aspects of the labor and public activity of teachers. The article can be useful for those interested in the history of the formation of national education in Tatarstan, the everyday life of teachers of social science.

Keywords: all-Union census ; questionnaire ; statistical data ; teacher of Civic Education ; social status.

INTRODUCTION

The urgency of the problem

The activity of the teacher in a modern secondary school has become one of the most important directions of the state policy. The most important link of the education system is the comprehensive school in which the main role in improving the quality of teaching belongs to the teacher, to the teacher of social science.

The position of the teacher, his economic and social status, professional qualities are the most important factors of improving the teaching of certain subjects, according to the requirements of modern society.

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Russia faced the problem of improvement of education repeatedly and, with a few exceptions, this process coincided with turning points in history. One of the most challenging eras in the history of education in Russia were 1917-1930-ies, when the radical changes of the old school and the various experiments in this area were done. Ideological and political priorities of the party defined the nature of public policy in relation to teachers, and teachers were forced not only to adapt to the new challenges of school, but also to fight for survival. A study of the experience of adaptation of socio-professional layers of teachers of social science in the era of reforming the system of education is one of the urgent problems of modern humanitarian knowledge.

A number of researchers of this problem (Balashov, 2003; Grebenkin, 2003; Fashutdinova, 2008; Belov, 2011; Litvin & Akhmetov, 2014) discuss the general status of teachers in the study period. But there is no work which addresses the social situation of teachers of social scientists.

Explore Importance of the Problem

In 1917 the Bolsheviks, who came to power, intended to run the country, using schools and teachers as tools of influence. In July 1918 a document “Concerning organization of activities of the public education in the USSR” was adopted, which defined the main principles of organization of public education. In accordance with it all educational institutions became public and were transferred to the jurisdiction of the Commissariat of national education. A special role in this period was assigned to the educational work of the school, which was to perform the tasks of the ideological training of youth and upbringing it in the spirit of the ideas of communism.

People’s Commissariat of education of the Tatar Autonomous Soviet Socialist Republic, established on 28 September 1920, had its own background, starting date of which was January 21, 1918. Then based on the resolution of the people’s Commissariat of education of RSFSR the Commissariat of education of the Kazan Soviet of workers and peasants of the Republic was created, which received broad powers. The Commissariat was in charge of all cultural work, resolving issues associated with school reforms, reflected in numerous resolutions, instructions, journals of meetings of boards, circulars, local and all-Union commissariats, etc.

In the first year of the proletarian dictatorship, all schools received the right of autonomy, which “could only be used by such a school, whose pedagogical staff was in positions of trust in democracy”. In this regard, throughout the country the re-election of teaching and administration posts was held. Those interested were asked to apply and send information about themselves. According to a report on the activities of the Kazan Provincial Commissariat of Education from 20 February to 15 April 1918 along with questions about the educational qualification, place and nature of prior service, the list of questions included data about views on the

reform of education and training. Professional skills of teaching their subject, religion, ancient and modern languages also interested the new authorities. Some questions about the democratization of schools, special and vocational education, physical development and manual labor, change the curricula of General education subjects arose.

Special attention was paid to the question about the relationship to the parties and the Soviet government. In the note it was pointed out that experts in their field, not belonging to any parties, but were not ill-disposed towards the Soviet government, would be accepted along with party workers (Report of the Commissioner of education of the Kazan workers 'and peasants' Republic on its activities from 20 February to 15 April, 1918).

The majority of teachers considered unacceptable to implement ideas and reforms of the socialist school in those conditions. Therefore, the formation of human resources of school teachers in 1920-ies was carried out on the basis of the principle "working out of teachers, their retraining, purge, and gradual replacement by new talents". Over that part of teachers administrative, party, and social control was supplied (Kocharin, 1923).

The hypothesis of the study

The study was based on the hypothesis that teachers of civics were an important link in the socialization of schoolchildren in the Communist spirit. The education of the new human society sets the task to the formation of a special type of a teacher, especially a teacher of social Sciences. Despite this, these teachers were not in a privileged position, and experienced all the difficulties associated with the formation of the Soviet system of education in the 1920-ies.

METHODOLOGICAL FRAMEWORK

To verify the hypothesis a complex of different methods was used which are complementary to each other:

The present article deals with the problem of the relationship between society and the authorities in the Tatar Autonomous Soviet Socialist Republic, so it addresses issues of social history. The authors relied on the methodology developed by domestic and foreign historiography within the framework of historical anthropology and micro history. Special attention was paid to contextual study of the statistical material.

These research areas pay great attention to the study of the dynamics and continuity of the historical process, which is very important for historical research of social history of the 1920s. They give priority to the study of everyday life in all its diversity, including social practices and survival strategies.

The peculiarity of this research, the object of which is statistical information about a narrow circle of teachers in 1927, forced to adopt the selective method of

analysis of the available data. Even in this case, this limited social group was a complex system, the knowledge of which is based on each specific case. In the analysis of social and professional characteristics of the teachers in the article the authors used mathematical-statistical methods – mean values and grouping.

In the article, statistical data on their age and party and Komsomol membership, nationality and educational level, teaching experience and workload, refresher courses or advanced training, social activities outside of school, financial situation, housing and living conditions is examined.

Thus, the use in combination of different research methods allowed us to consider the most typical living conditions and major difficulties in the lives of the teachers of social disciplines in Tatarstan.

RESULTS

December 15, 1927 by the resolution of the Central Executive Committee and Council of people's Commissars of the USSR of 10 August 1927 all-Union school census "to identify the basic elements necessary to build schooling and the reproduction of skilled labour in the USSR" was held (all-Union school census on December 15, 1927, 1930). This census was conducted on the eve of industrialization in the USSR, so its data can characterize the initial stage of the activities directed to the public education and creating the necessary manpower for industrial development in the country. It affected almost the entire country, except for some remote regions of Central Asia and the Yakut Autonomous Soviet Socialist Republic.

The 1927 census covered schools of all kinds, existing at that moment: comprehensive at all levels, schools literacy, schools of peasant youth, adult schools, school-commune, school-prison and so on.

Educational institutions of professional education were not left out: technical schools, vocational schools, schools of factory apprenticeship; training workshops, regular professional training courses; medical and veterinary schools, construction, technical schools.

Materials of all-Union school census show the material that allows to analyze the network of schools of all levels, the number of teachers, number of students in them, the duration of the academic year, financial Fund.

Thus, in the Preface to part 3 of volume I of the census of 1927 it is noted that the survey allows us to characterize the composition "the teaching staff, existed at the end of 1927, to give an answer to the question, whether the number of the teacher's army is enough for the child population, what proportion of teachers who passed the Soviet pedagogical school, and the size of the old teaching, the part that passed the training courses of the Soviet pedagogy, the relationship of the teachers with the party, participation in the trade Union movement, the size of teachers' workloads and their financial situation (all-Union school census on 15th December 1927, 1930).

As a consequence, special attention was paid to the following aspects: social background, level of education, characteristic human qualities, which were to conform to social role expectations of society in the spirit of the time.

It was no coincidence that in prior to the census years (1923-1926) various experiments on the methods of teaching social science disciplines were conducted. The most famous of these was the so-called brigade-laboratory method, the essence of which was that students were divided into small groups of teams. Students acquired knowledge in different ways: welcoming factory tour, discussing seen and read, doing laboratory assignments through the analysis of sources and literature. The teacher periodically advised the group and conducted laboratory works.

In 1927 at various levels – from regional gatherings of teachers to the pages of specialized journals (for example, the magazine “Historian-Marxist”¹³⁻⁴ for the year 1927) there were discussions on ways to improve the teaching of social science and historical disciplines. In this connection, the social image of the teacher of social scientist in the Republic of December 1927 is of great interest.

The archive has 42 questionnaires of teachers of science schools of level II of the city of Kazan. Application form contains 22 questions, the analysis of which allows to make a social profile and clarify certain aspects of the labor and public activity of teachers.

The questions included in the questionnaire can be divided into three groups. The first group includes General biographical information, including age, “nation (to which relates herself)”, native language, education, party membership, etc. The Second block includes questions about teaching, and the third is the financial status of the teachers.

All statistics were calculated according to the materials of the National archive of the Republic of Tatarstan, the Fund 1296.

By 1927 the teaching of civics in its age composition was divided in Kazan into the following groups: 21 to 25 years – 23,8%, 26-30 years – 33,3 %, 31-40 years – 30,9 %, 41 and over is 11.9%. Women were 59.5%, men 40.7 percent. Considerable diversity was in the party and Komsomol teachers. Members of the CPSU(b) - 28.5 %, candidate members of the VKP(b) – 4,7%, members of the Komsomol – 7,1%, more than half were non-party is 59.5%. Almost all were members of the trade Union of education.

Most respondents - 83.3 per cent (35 people) considered themselves to be of Russian nationality, Jewish - 9.5% (4 people), Poles, Russians and Tatars Kryashens – 7,1% (1 person respectively). The Russian language was marked by all the teachers who could teach in French, German, Ukrainian, Tatar and Votyak by 1 person.

Education level of teachers was heterogeneous. Among school teachers, level II had higher education 59% (25 people), among them graduated from the Communist University 1, Eastern pedagogical Institute – 12, Kazan University – 4, Seminary – 1, Kazan Higher women’s courses – 5, and the Theological Academy

– 2, St. Petersburg history and Philology faculty – 1, courses for teachers – 1, pedagogical Institute – 1 person. With incomplete higher education – 43% (18 people). According to the questionnaire data, you can list finished secondary schools that gave the right to teach: the women's gymnasium – 5, diocesan College – 2, school level II – 6, agricultural College -1, the modern school – 1, pedagogical College – 1, men's gymnasium – 1 person. By 1927 9 people were registered as students of the VPI.

According to pedagogical experience: up to 3 years – 33,3% (14 people), from 4 to 6 years - 11.9% (5 people), from 7 to 10 years – 23,8% (10 people) and over 10 years - 30.9% (13 people).

In order to increase the income teachers combined administrative positions with teaching 3-4 subjects. So, 32 (76%) were civics, there were those who taught multiple subjects: social studies and the Russian language (3), social science and economic geography (2 people) and one social science, economic geography and the German language, civics, native language, mathematics, geography, science and drawing, social science, the Russian language and literature, civics, geography and the natural Sciences, social Sciences, and the history of cooperation, respectively.

One of the conditions of work at school was the refresher or advanced training after October 1917. Six times they were done by 1 person, 4 times by 2, 3 times by 5, 2 times by 9 people, 1 time – 8 people and 13 people said no or put a dash. In some questionnaires there is information about these courses. So, Osipova E. N. noted that she worked for refresher courses of working schools of I stage in 1925 as an assistant of head teacher, and in August 1927 she made a report in the Section of social science course of the conference (the national archive of the Republic of Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 20). Plotnikov P. A. the last time increased his skills to 1917 at the Moscow summer teacher training courses (national archive of Republic Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 173), Ponomarev P. P., graduated from the Theological Academy and worked as a researcher after 1.5 years of study at the University, acted as a lecturer before teachers (national archive of Republic Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 278).

Basing on the questionnaire data we can conclude about a wide range of such activities. For example, members of the CPSU(b) worked in the Communist party (national archive of Republic Tatarstan. The Fund 1296, Inventory 9/1, Case 136, Sheet 5; the national archives of the Republic of Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 36), in the Bureau of the cells of the CPSU (b) economic branch of the Eastern pedagogical Institute (the national archive of the Republic of Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 33), as a Chairman of the organizing Committee at the Bureau of the Collective of the CPSU(b) at the Eastern pedagogical Institute (the national archive of the Republic of Tatarstan.

The Fund 1296, Inventory 18, Case 137, Sheet 172), as a head of the delegation Assembly at the factory named after Galaktionov (national archive of Republic Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 244). Kolosov A. M., conducting the lessons of Associate Professor of the Eastern pedagogical Institute and the Institute of agriculture, working in the College of worker-peasant inspection, was a member of the Kazan city Council, the state planning Commission of the Republic of the Union of education Workers (national archive of Republic Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 168).

Since 1927/28 school year periodic increases were carried out every 5 years in school for primary school teachers in the amount of 60-72 rubles a year for each five-year plan of work (all 4 rises), for secondary school teachers in the amount of 100-150 rubles a year for each five-year plan of work (Resolution of VTSIK and SNK RSFSR from 11 July 1927) (Konstantinov & Medynskiy, 1948). According to the report of the people's Commissariat of the Tatar Autonomous Soviet Socialist Republic at the VII world Tatar Congress of Soviets salary of school teachers level II in 1926 - 1927 amounted to RUB 55 (National education in Tatarstan for 1925-1926 (To the report of the people's Commissariat of the Tatar Autonomous Soviet Socialist Republic at the VII world Tatar Congress of Soviets, 1927).

Until 1935 wages were below the subsistence minimum and therefore the teacher was in a difficult financial situation. The survey questions allow us to trace the total amount of arrears of salary for November, 1927, which consisted of pedagogical work in primary and in another school (without housing), allowances for years of service, pensions, housing and money for non-teaching work.

According to financial condition Kazan teachers slightly differed from the teachers in the country. So, the lowest salary from 25 to 39 rubles was earned by three people, from 40 to 59 rubles - 5 persons, 60 to 79 rubles by 8 pers., 80 to 110 rubles 11 people, more than 110 rubles 15 people.

Rented accommodation, a room in a dormitory or a shared apartment, the lack of facilities - sewer, water conduit; gas, electricity and even a separate kitchen in the 1920-ies made living conditions difficult for all. In Kazan only 8 people were provided with free apartments and heating (19%), 7 people with lighting and utilities (16.6 percent), 5 acres land, cultivated by parents, belonged to only one man (the national archive of the Republic of Tatarstan. The Fund 1296, Inventory 18, Case 137, Sheet 147).

DISCUSSIONS

In Russian historiography over the past years since 1920s, various topics of history of education in Russia were highlighted, including the Republic of Tatarstan. We can distinguish four main phases in coverage of the issue. In the 1920s – early 1930s, much attention was paid to the problems of teacher training, cultural and

educational work, the discussions of the various methods of teaching were analyzed, including social science disciplines (Medentsev, 1927; Gorokhov, 1930; Mukhsinov, 1930).

In 1930-1950-ies several papers on the process of creating secondary school in Tatarstan, strengthening its material and technical base were published (Khasanov, 1935; Konstantinov, 1948; Tuichiev, 1950; Gorokhov, 1958; Korolev, 1958).

In the third period of development of historiography of the problem (1960-the beginning of 1980-h years) we should highlight the works which show different aspects of life of the teachers of Kazan and Tatarstan on extensive archival material (Tutaev, 1975; Cultural revolution in Tatarstan, 1986).

In recent decades great attention was paid to the publication of documentary collections and publications, as well as the emergence of specialized journals and collections of articles, essays, scientific and popular reports and memoirs on the history of education development in the USSR, which were deideologized and critical in nature (the Intellectuals of Tatarstan in the period of reforms and revolutions of the first third of the twentieth century, 1997; social structure and Social relations in the Republic of Tatarstan in the first half of the twentieth century: Collection of scientific articles and reports, 2003).

CONCLUSION

Assembled in the study, the statistical material is sufficient to assess the situation in the field of school education after 10 years of establishment of Soviet power. In this period the country's leadership paid special attention to the social origin of teachers. This was due to the fact that teachers represented an important link in the socialization of schoolchildren in the Communist spirit. The education of the new human society sets the task to form of a special type of a teacher, especially a teacher of social Sciences.

The vastness of the statistics provided does not fully reflect the real socio-cultural heterogeneity of the Kazan teaching. The figures may not reflect the moral, psychological, ideological heterogeneity of the intellectuals, ideological and political attitudes of one or another of its representative.

The teacher in the 1920-ies was heavily dependent on the party-state authorities, public work outside of school, had no free time, was in constant stress because of many checks and purges.

Thus, an appeal to socio-cultural history through the description of the school teachers of social scientists of Kazan in the period of establishing the Soviet system of education is especially important in modern conditions of reforming of a society, searches for effective interaction between the centre and the province, ensuring social cohesion.

Recommendations

The materials of this article can be recommended to anyone interested in the history of public education in Tatarstan in the 1920-ies, socio-economic status of teachers in the city of Kazan.

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