

## "CULTURAL NESTS": ASSOCIATIONS AND ALLIANCES IN THE SOCIOCULTURAL SPACE OF THE PROVINCIAL RUSSIA IN 19TH - EARLY 20TH CENTURIES

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### ABSTRACT

The work is written for the purpose of determining the co-operative and organizational effect of the institutionalization of mass education in Russia. The scientific problem: the role of the provincial communities of large states in processes of regulation and socialization. The author conducted research of the documents, materials, literature and the scientific works that have been preserved in the central and regional archives, libraries, museums, higher educational institutions of Russia. During the XIX century in Russia was reorganized a number of departmental agencies in the public or national institutions. With a view to consolidating resources in the provinces of the Russian empire were created the multifunctional objects – the so-called "cultural nests." The author studied interaction between the following options provincial objects sociocultural space:

1. Association. Simple associations: educational institutions – churches – libraries – museums – prisons – hospices. Compound associations: territorial and public, national and public institutions. Association of several life practices based on schools: repetitive classes for adults, Sunday readings, festive social events, public libraries, museums, theaters, charitable lotteries, occupations by agriculture. Important role played by the possibility of getting a good start-up capital for a new "cultural nests" due to the uptake of institutions, whose life stories were completed: noble clubs, private (family) ownerships, educational institutions.
2. Alliances – association of several social objects for the purpose of mutually beneficial cooperation when saving the independent, recognizable statuses. These included: the bookstore with the public library, the departmental institution with the public library; the monastery with the school; the school in the parish.
3. Creating a radically new kind of national sociocultural objects (library-teahouse, People's House / club, Brotherhood's House). Update of Russian historical experience is useful in the study of the formation conditions of the available sociocultural environment for modern provincial residents.

**Keywords:** *sociocultural space, education, Russia, province, library.*

### INTRODUCTION

The work is written for the purpose of determining the co-operative and organizational effect of the institutionalization of mass education in Russia. In the modern textbooks and the manuals of the social sciences, which express the consolidated, well-established consensus of the scientific community, there is still the problem, that education are treated as special case of other areas of society.

For example, the general education systems together with the area of mass culture in the Cultural Studies were assigned only as the channels for broadcast socially meaningful experience. In the research on the history of Russian culture the social role of education in 18-19 centuries is indicated only in the aspects of enlightenment [14]. The analysis of the modern scientific literature shows that there is an international synchronization of research in new interdisciplinary areas (charity, everyday life, the world of childhood), but it concerns education indirectly [2, 4].

One of ways to determine the influence of education to change the practices of everyday life is the study of its relationship with the activities of sociocultural objects – the so-called "cultural nests" [6,

12]. This allows us to apply historical experience to enhance the role of the provincial community of large states in the regulatory process and the socialization.

## **MATERIALS AND METHODS**

Different sciences study the field of education as a phenomenon of human activity. In this research used the method of diversification of scientific approaches of the social sciences. It is logical to take for the base the sociological approach and rely on the integration capabilities of the special branch of sociology – sociology of education. [5]

Synthesis of history, sociology, education and economy allows draw an analogy between the genetic, typological, procedural phenomena of the past and the present state of sociocultural space, to define them co-operative and organizational effects. Synthesis gives the chance to define influence of the institutionalization of education on dynamics and a saturation of sociocultural activity of mainly provincial societies. The author conducted research of the documents, materials, literature and scientific works about activity of the sociocultural objects of Russia, intended for literate people. These sources and literature are preserved in the central and regional archives, libraries, museums, higher educational institutions of Russia.

The object of this study is the everyday culture of the 19th century Russia; the subject of research – space for self-educated people, qualitatively changes in the distribution of mass literacy in the Russian Empire. The theoretical and methodological bases of the study are the principles of historicism, development, system, determinism.

## **RESULTS**

During the 19th century in Russia took place the reorganization of social structures of the departmental establishments to the purpose to consolidate small resources of the weak cultural environment of the province in the multipurpose public projects. Especially strong this process was reflected in the activity of the educational institutions and the libraries. [1] Since libraries (except libraries of the scientific and educational institutions) were originally created for the purpose of leisure, the diversity of their statuses and forms of existence in the 19th century was great.

The amazing dynamic world of mergers and absorption, alliances and transformations in the new social objects opens here for the researchers. In the scientific literature about local history of Russia is dominated chronological-descriptive approach. The author, based on the diversification of social science methods identified the following options for interaction provincial objects of sociocultural space:

1. Associations. Simple associations: institutions – church – libraries – museums – prisons – hospices. Schools created at the churches, monasteries, hospices and prisons. Libraries were in all the above mentioned institutions, and in many others, such as theaters, noble clubs. School museums, libraries and museums as a part of other types of associations were ordinary life's practice.

Compound associations: public Zemstvo [11], national and public institutions [9]. The idea of creating sociocultural objects for the peoples are based on the need to take into considers they needs. These needs are very different in the different societies of provincial multinational and multi-confessional Russia. Assignment for the libraries of additional charitable functions is the separate direction of their development, one of necessary conditions for acquisition of the status of the "cultural nest" in the large settlement.

Combining multiple functions in the sociocultural life practices at schools based on: Sunday refresher classes and reading for adults; celebrations, library, theater performances, charitable lotteries and museum exhibitions for the local public, agricultural plots for pupils.

The main plot of this theme revolves around of interaction of educational institutions and libraries on purpose creating a comfortable environment for the students and the reading public. This interaction is gradually transformed into a variety of live practices and social forms of organization, which are not always understood by our contemporaries. Important role played by the possibility of getting a good

start-up capital for a new "cultural nest" due to the absorption of institutions, whose life stories were completed: noble clubs, private (family) ownerships, educational institutions.

2. Alliances – association of several social objects for the purpose of mutually beneficial cooperation when saving the independent, recognizable statuses. These included: public libraries at the book stores, book warehouses and departmental institutions; bookstores and schools in the monasteries; school for the prisoners and their children in the prisons.

3. Creating a radically new kind of national sociocultural object. He was treated library-teahouse, People's House / club, Brotherhood's House. Other classes tried to use this experience. Along with the imitation of elite culture of the nobility here played a role factors such as the expansion of space to applications of acquired knowledge and skills; the appearance of intellectual professions; women's emancipation; the desire and the ability to educate themselves.

## DISCUSSION

According to the Russian historian N. Piksanov Russian culture is one of the most provincial of cultures in Europe. He came up with the concept "cultural nest" for the characteristics initiatives of local communities to create institutions of culture and life. Modern researcher NM Inyushkin described the life cycle of "cultural nests" in the Russian provinces. He identified phase exposure, ties, development, climax, decoupling. Exposure – the existence of a number of educated people. Ties – the emergence of "founding fathers". Development – the creation of a group of people interested in the new sociocultural object. The climax – the official opening of the new "cultural nest," information about it in the news, rumors, reports. Decoupling – the extinction of "cultural nest", because of the loss of loyalty to his society.

The Russian government initially was opposed to any form of use of the property departmental organizations for the social needs of local societies. It was a necessary measure for the preservation of the cultural objects of elite social groups in conditions of lack of resources. Gradually departmental organizations began to provide some services to local societies. For example, it becomes possible to combine private and public collections of books in the student's libraries of universities [10]. Local societies began to organize festive public events in the ceremonial halls of educational institutions. These changes contributed to the consolidation of efforts of literate people in the creation of multifunctional sociocultural objects. Such objects played the most important role in the provinces. For example, at the beginning of the 20th century in the Nizhny Novgorod hospice for the poor (so-called "Bugrovskaya flophouse for tramps") worked the reading room, in which were organized Sunday's readings, conversations and literary-musical lectures [8, p. 170].

The work of "Guardianship about the people's sobriety was of the unique method to combat people's drunkenness. This Guardianship subordinated to the Ministry of Finance of Russia. In the second half of the 19th – early 20th centuries, it helped to open libraries-teahouse, to organize Sunday's reading and to build People's Houses. Most of the public libraries in 1830-1840-ies were connected with the aristocratic clubs or assembles. Representatives of industry and traders have tried to create among their workers and employees the conditions for the formation of corporate culture. So the image of noble elite club turned into the image of the People's House. The People's houses were the centers of education, labor and leisure for the local societies. Usually it has several rooms for: dining, Tea Party, reading, mugs folk art, choir, cinematography, dances and performances. These institutions existed for charitable donations. For example, a charity concerts in support of the People's House in Kharkov and Nizhny Novgorod gave the known singer Feodor Chaliapin [7, p. 265-267]. The famous writer Maxim Gorky organized fundraising for the construction of the People's House in Nizhny Novgorod [8, p. 171]. This practice so was pleasant to the state, local self-government institutions and the population that in the 20th century rural and city People's House (club) became the mass phenomenon. During the Soviet period of the Russian history it received the name "Palace of culture".

We can also tell about the unique European practice of creating of so-called "Nobel working towns." Nobeles – the Swedish dynasty of industrialists, who organized the largest oil companies in Russia and founded of the famous Nobel Prize. In the cities of Astrakhan and Tsaritsyn Nobeles transformed

life of workers of their enterprises by European standards. They organized the whole complex of social and cultural objects – "town". [3] There all main objects of city infrastructure were placed: the school, the hospital, the library, the building for rest and festive actions, the garden and much more.

In the "Nobel town" of the city Tsaritsyn electric lights appeared simultaneously with the capital (St. Petersburg) in 1894. For the socialization of large-scale project, for careful attitude of inhabitants to the benefits, Nobels used charitable obligatory contributions of the workers. For example, their schools called "kopek" as they from each worker and the serving enterprise were collecting on one kopek in a year. Other expenses on school were made at the expense of owners of the company.

Clergy have borrowed the effective social practice of creating the People's House. Unlike the secular educational institutions, which were allowing holding public cultural and educational activities, in the churches, monasteries and theological schools such activity was banned. Russian Orthodox Church have supported the idea of creation of the centers of orthodox spiritual and moral education – the so-called «Brotherhood's House». In Nizhny Novgorod, for example, the Brotherhood's House was opened in one year with the People's House. In it worked parochial school and bookshop; performed readings, lectures, celebrations.

## CONCLUSION

The state distributes basic education resources to citizens. Largest of these resources are under constant control of the state, therefore, they remain in the capital. The predominance of the capital culture is defined by these conditions. Studying the role of the provincial communities of large states in the regulatory processes and socialization must be based on known positive historical experience. Collect and analyze this experience can be only in the interdisciplinary studies of sociocultural and socioeconomic space. The historical results are useful for forming contemporary social and cultural sphere. For rural areas connection of a plurality of qualities and functions in the one socio-cultural object has been and will be of forced necessity. So, the historical experience of Russia is useful in the study of the formation conditions of the available social and cultural environment for modern provincial residents.

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