

**GRAND DUKE ALEXANDER MIKHAILOVICH ROMANOV'S EDUCATIONAL  
ACTIVITIES IN THE CRIMEA**

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**Abstract.** Due to the need to revive spiritual and moral education traditions nowadays, it's becoming extremely topical to appeal to the historical and pedagogical experience of the past, which shows the examples of true love for the Motherland and the desire of some outstanding personalities to share not only military experience, but also to make an invaluable contribution to the preservation of cultural and historical heritage of Russia. The personality of the outstanding representative of the Romanov dynasty, Grand Duke Alexander Mikhaylovich Romanov, can be referred to such figures of the state level. He was an officer, educator and creator of large-scale educational projects which purpose was to develop a public initiative in the sphere of spiritual, moral, patriotic, educational and cultural values promotion. In this article, based on axiological, system and generalizing approaches, the specificity of his pedagogical and educational activity is revealed. It also allows studying the XIX century phenomenon of the Russian military leaders' activity considerable part of which was devoted to educational work in aspiration to form the society spiritual and moral basis, and also to increase the Russian Empire population cultural, social and educational level.

**Key words.** Educational activities, spiritual and moral education, education humanization, general cultural level raising, educational institutions, the Crimea, Grand Duke Alexander Mikhailovich Romanov.

### **Introduction**

Recently, there has been an increase in interest in the prominent personalities of our Motherland activities. A bright page in the Russian state history is the Romanov dynasty contribution to the domestic educational traditions development. One of the most active Imperial family representatives, who devoted himself not only to military, but also to pedagogical work, was Grand Duke Alexander Mikhailovich Romanov. He paid much attention to the issues of social and cultural development of the Crimea. He considered this territory to be a historically significant place, where it would be advisable to open military-oriented educational institutions, as well as museums and memorial complexes in order to familiarize the most diverse layers of the Russian Empire representatives with cultural and historical values, thereby increasing their overall cultural level.

### **Literature Review**

Unfortunately, the number of modern works devoted to Grand Duke Alexander Mikhailovich Romanov pedagogical heritage study is insufficient. Currently, there is only reference and bibliographic literature, first of all the directory by D. Shilov, which contains information about the Prince's life main events. The first to describe Alexander Mikhailovich biography main stages was Y. Korshunov in his work "August sailors", where the historian also analyzed the political views of A. Romanov. The memoirs by the Grand Duke, which were repeatedly reprinted in the United States, France and Russia, can also be considered as a major work. In our opinion, the most reliable information source is the memoirs published in 2004, as the archaeological verification with the last lifetime 1933 edition of the memoirs printed in New York was carried out there. The Grand Duke activity on the domestic Air Force creation and one of the first Russian military aviation school foundation is the subject of the thesis "Domestic Air Forces Personnel Preparation: Example of Sevastopol (Kacha) Aviation School in 1910-1945" by V. G. Allahverdnyants. In the thesis, the author describes the Grand Duke as the first Russian developer of the pilot training curricula.

Thus, the main purpose of this article is to conduct historical and pedagogical analysis of Grand Duke A. M. Romanov educational activities; there objective assessment from the standpoint of contribution to the development of the Crimea not only as an important strategic object for Russia, but also as a potentially promising territory in terms of cultural and educational value.

### **Research Methods and Materials**

The issue of the Imperial dynasty representatives' activity, in particular aimed at the formation of spiritual, moral and patriotic ideals, is covered only fragmentary in domestic and foreign scientific literature. During the Soviet period, the study of the questions related to the Romanov dynasty members' life lost its topicality in connection with the new social principles approval, especially in the educational environment.

In the process of this article writing the materials of Russian archives; periodicals of the XIX – early XX centuries, in particular, the official printed source of the Russian Empire Navy – “MorskoiSbornic” (“Marine Collection”) magazine were actively used. The authors also analyzed information reports, circulars, orders, and special commissions with A. M. Romanov as a member meeting records.

The materials from the Romanovs funds, stored in the national archives were of special value for the implementation of this historical-pedagogical research. In particular we dealt with: “The Republic of the Crimea State Archive” (Simferopol): A. M. Romanov – the Grand Duke (fund 532); “the Russian Federation State Archive” (Moscow): Sevastopol Museum and institutions attached to it management overview, and the Museum, management report signed by Grand Duke Alexander Mikhailovich (fund543); Letters from Grand Duke Alexander Mikhailovich to Nicholas II (fund 601); Alexander Mikhailovich, the son of Grand Duke Mikhail Nikolayevich (fund 645); Mikhail Mikhailovich, the son of Grand Duke Mikhail Nikolayevich, the grandson of Emperor Alexander I (fund 667); Russian State Military-Historical Archive (Moscow): Sevastopol Military Aviation school 1910-1916 (fund 844); State Historical and Archaeological Museum-reserve “Chersoneses of Taurica” Archive (Sevastopol): the excavations and antiquities storage chronicle 1888-1914 (fund 1).

The categorical-aspect analysis of representatives of the Romanov dynasty activities was carried out from the position of:

- philosophy, which allows investigating pedagogical phenomena conditionality by socio-cultural environment; considering Grand Duke A. M. Romanov activities in terms of philosophical categories of quality, quantity and essence;
- cultural approach with its leading principle of cultural conductivity, as a new stage of modern education theory and practice development;
- axiological approach, which considers values as the basis of culture and educational process reference point;
- historiographical approach, promoting to the condition of the problem cover in historical and pedagogical science estimate;
- system approach allowing to consider both military, and educational institutions organizational and methodical activity as inseparable parts of integral educational system;
- chronological approach by means of which it is possible to trace the specifics of A. M. Romanov activity;
- generalizing approach, which makes it possible to consider the influence of rapidly changing socio-cultural trends.

Scientific search is carried out based on: the principles of historicism, objectivity, activity, unification of logical and historical, systematics; scientific source criticism, including the analysis and synthesis of archival and published sources, provides an opportunity to obtain scientifically proven factual information on the problem under study.

## Results and Discussion

The research results are based on the following conclusions done in the process of investigating the certain problem of A. Romanov's contribution to the developing educational traditions of the Crimean region, the topicality of which is based at increasing the necessity of Romanovs' Dynasty research due to celebrating its anniversary, and are represented in:

1. Grand Duke's contribution to foundation and development the new educational establishments.
2. Activities directed too increasing the general cultural level of Crimean population.
3. Romanovs' Dynasty charity.

The decisive role in shaping the worldview of the future public figure – Alexander Mikhailovich Romanov was played by family education traditions and positive example of the Romanov dynasty representatives.

The tradition did not allow Russian Grand Dukes to attend educational institutions, and therefore Alexander Mikhailovich and his brothers were trained and educated by tutors. The curriculum suggested eight years of study and was quite versatile, including the following subjects: the Law of God; history of the Orthodox Church; comparative history of different religions; Russian grammar and literature; history of foreign literature; history of Russia, Europe, America and Asia; geography; mathematics; French, English and German languages; music [1].

The activity of the Grand Duke was carried out in a critical period for Russia, therefore its features were predetermined by the specific conditions in which his character, beliefs and educational views were formed.

M. Romanov was a supporter of the class principle abolition in studying and training in any kind and level of educational institutions. He made efforts to provide both financial assistance and social support to all those wishing to get an education.

Alexander Mikhailovich belonged to those state and public figures of the end of the XIX – beginning of the XX century, who carried out not only technical and economic modernization of Russia, but, unlike many, was firmly convinced that the state reforms should be primarily aimed at the formation of spiritual, moral and cultural values, as well as the training of qualified personnel in any industry [2].

On the initiative of Grand Duke Alexander Mikhailovich, the Main Department of Merchant Shipping and Ports was formed in Russia in 1902. In 1904 the Educational Committee was established within the organization. The Committee competence included the educational process organization issues consideration; various instructions, statutes of educational institutions, school curricula approval. The Committee also recommended using certain textbooks and manuals, and creation of the new ones; examined teachers for the right of pedagogical work in Maritime educational institutions, etc.

This kind of educational project was extremely important for the South of Russia, and especially the Crimea – the territory where there were ports economically important for the country (Sevastopol, Kerch, Feodosia). The Grand Duke was firmly convinced that for the ports' full functioning it was necessary to prepare qualified shipbuilders, navigators, ship engineers.

Moreover, the additional educational institutions opening would have a positive impact on the social level of the population: young people would be provided with the opportunity to study maritime profession; additional jobs for teachers and specialists serving the educational process would be created.

Two years before the establishment of the Educational Committee, on May 6, 1902, the Imperial Society for the Russian Merchant Shipping Promotion approved the Maritime Educational Institutions Regulations and revised some laws regarding the specifics of the merchant shipmasters professional activities.

Together with the most important educational tasks solution, Alexander Mikhailovich paid attention to the development of the economically promising sectors, such as merchant shipping. Its progress was impossible without a significant technical shift. Thus, an important role in the technical innovations development, in particular, in the merchant shipping sphere, was played by the Russian

technical society (RTS), created with the support of individuals, in order to intensify the technology and industry development in Russia. The initiative group included marine industry specialists: P. N. Alekseev, A. A. Kornilov, shipbuilder M. M. Okunev, industrialist I. P. Balabin, artillery gunner V. N. Bestuzhev-Ryumin, naval officer N. I. Kaznakov. Such military figures as: N. K. Krabbe, F. P. Litke, K. P. von Kaufman, E. I. Totleben had the titles of the Society Honorary Members. From 1892 to 1917, Alexander Mikhailovich served as the Honorary Chairman of the RTS [3].

According to the RTS Imperial Charter of April 22, 1866, the purpose of this organization was as follows:

- readings, meetings and public lectures on technical subjects;
- theoretical and practical information dissemination by means of periodicals;
- promotion of technical knowledge;
- proposals for the technical issues of particular interest to the domestic industry resolution with the appointment of gratuity and medals for their best solution;
- the manufacture produced devices exhibition arrangement;
- establishment of Technical library, Technical museum and chemical laboratory;
- petitions to the government to take measures to promote the activities in technical sphere development in Russia.

A separate paragraph of the RTS Charter was dedicated to such activities as shipbuilding, creation of marine equipment and weapons production – without those industries the Crimea as the Black sea fleet territory could not fully develop. In December 1903, the Russian Technical Society held the Congress of technical and vocational education specialists. Representatives of the Merchant Shipping and Ports Main Department, heads and teachers of Maritime schools participated in the work of the Maritime educational institutions section. The section work was especially productive in the course of students' shipboard training in academic government and private vessels organization issue resolving. Even the incomplete and rather spontaneous list of issues, which the Merchant Shipping and Ports Main Department touched upon, allows us to talk about the great organizational work done by it in 1903.

Back in the mid-1880s, the RTS permanent Commission on Technical Education, which included teachers, government officials and outstanding scientists interested in the development of vocational education in Russia, declared the necessity of congresses on technical and vocational education issues arrangement. According to the initiators idea the Congresses and the exhibitions set up at them had to be held every 3-5 years to maintain “live communication between figures in the field of industrial education and, in addition, serve to awaken and keep up a lively people interest and initiative in the useful professional knowledge dissemination” [4, p. 16.]. With the participation of count I. D. Delyanov, who held the Minister of education position from 1882 to 1897, the rules for management of the vocational schools were established. It was he, who approved the idea of the congresses, seeing their main purpose in familiarizing the public with the technical and vocational education current state. In accordance with the Charter, the RTS had the right to convene a Congress, draw up its rules and regulations, and elect the Executive Board, which, in turn, appointed the Organizing Committee.

The congresses Organizing Committee did a great deal of work on the distribution, publication and further dissemination of materials on vocational education, which are now an important source of information on the problem under concern [5]. Exhibitions were especially popular during the congresses. Thus, according to the statistics given in “The 1889-1890 Congress of technical and vocational education figures in Russia Bulletin”, during the period of the first Congress, about nine thousand people visited the exhibition. Among the visitors, there were the Imperial dynasty representatives, members of the government, and pupils of the leading capital's educational institutions. The main purpose of the exhibition pursued by the organizers was to familiarize the public with the achievements in the field of technical and vocational education through teaching methods, curricula and outstanding students' works demonstration. The best participants were awarded with the Gold or Silver Imperial medal. Among the

most successful educational institutions at the exhibitions, the Maritime schools of Novorossiya Territory created at the end of the XIX century were also announced. It contributed to the prestige of secondary special and higher education in the South of Russia [5].

A. M. Romanov took an active part in the events aimed at preserving the sacred memory of the Russian history notable events. In the early twentieth century, he was one of the members of the Committee for the church in memory of the sailors who died in the war with Japan construction. He attended the ceremony of the Cross exaltation. A. M. Romanov wrote a dedication on this occasion:

Russia is Love  
 Glory and Pride.  
 For your exploit,  
 Sorrow and blood,  
 We pay you with grief  
 And admiration.

On one of the church facades, the inscription was carved “For the Russian people eternal remembrance of sailors who died in the war with Japan” [6].

In 1899, the Council for Merchant Shipping under the Grand Duke chairmanship, was invited to organize a naval cadet corps in Sevastopol. The idea was implemented on the eve of World War I, considering the urgent need to train highly qualified command personnel for the intensive technical reform of the Black sea fleet, as well as to strengthen spiritual and patriotic values and to enhance the prestige of the naval service. During this period, the total number of graduates in Russia did not meet the needs of the rapidly developing Black sea fleet. The situation was particularly difficult after the Russian-Japanese war, during which Russia lost a significant part of the naval elite. Therefore, the government decided to open the naval educational institution for the fastest personnel losses compensation. The process of the fleet reorganization was characterized as “...an unprecedented moment in the world, when up to 80 warships, 7 battleships, 4 battle cruisers, 10 cruisers, 85 destroyers and more than twenty submarines were being built simultaneously. It was extremely necessary to prepare real officers loyal to the Tsar and the Motherland, capable of defending the moral ideals of the Empire in troubled times” [7, p. 116]. The main task was to create such a Navy, which by its force would be greater than the Turkish one, and under favorable conditions could occupy the Bosphorus – the main goal of Russia on the Black sea. So, the newly formed in Sevastopol Naval cadet corps was supposed to ensure the fleet replenishment with qualified officers of the new generation.

In connection with the critical shortage of personnel, the Minister of Maritime Affairs I. K. Grigorovich in his address to A. M. Romanov wrote: “...the only existing in Russia Maritime corps is not able to provide the fleet with a sufficient number of naval officers, and therefore there is always some shortage of them. At present, when the issue of a powerful Navy creation has been resolved positively, ... the only appropriate measure is the separation of Maritime corps general education classes into independent institution of a Naval cadet corps and forming a specialized higher Maritime school from special classes of the existing Maritime corps” [7, p. 117]. Regarding this, the Government was offered to approve a draft of the Naval cadet corps for five hundred boys of 12-13 years old envisaged in Sevastopol. The city had obvious advantages over other cities. As I. K. Grigorovich pointed out in one of his reports: “... in this respect, Sevastopol has exceptional benefits as it’s a city with a purely naval character... Above all, the glorious history of this city is closely linked with the outstanding heroic deeds of the Black sea fleet sailors. Our combat fleet constant presence there and the beautiful southern climate make Sevastopol favorable for the successful education of future naval officers” [7, p. 186].

It was declared in the Black sea fleet order, that on October 26, 1915 Nicolas II approved “The Regulations of Sevastopol Naval cadet corps”, defining its tasks, structure, duties of the officials, functions of the pedagogical and economic committees, the list of boats, ships and vessels. The cadet corps was considered a secondary educational institution of departmental subordination intended for

the candidates for the higher naval school preparation. The study of 450 cadets was financially supported by the state, and there were supposed to be 50 “extra-cash” cadets trained for the donated capital interest or at the expense of the wealthy parents.

Although the enrollment conditions were of a class character, the special order by A. M. Romanov allowed the possibility to enter the Corps for “...persons of other estates, who previously had been enrolled in higher education...” [7, p. 22]. The staff included 24 officers “on upbringing duties”: company commanders, senior and junior chiefs. The classes inspector, responsible for the “education and training duties”, had his assistant, six military and 16 civilian teachers, and a laboratory physicist at his disposal and was subordinate to the Director. Military drills and range firing was assigned to the officers-educators. For extra-curricular activities in gymnastics, swimming, fencing, music, singing and dancing, teachers from other educational institutions were hired on a contract basis [8].

After the February revolution of 1917, the temporary Government raised the question of Sevastopol Naval Cadet Corps fate twice. Nevertheless, the activities of the Corps and Higher Naval School were suspended. Instead, they decided to create Midshipman classes “on democratic basis” in Sevastopol buildings of the Corps.

Another important part of the educational activity of Grand Duke A. M. Romanov was the formation of voluntary donated Air Feet Department [9].

The former head of the Merchant Shipping Main Department, rear Admiral Alexander Mikhailovich Romanov, took the responsibility to lead the domestic aeronautics [386]. On February 6, 1910, Nicholas II granted his royal permission to pay the remaining from the Navy modernization unspent 880 thousand rubles for establishment of the Russian air fleet [9].

In the secret order of the General Staff Commander №7134 from 03.09.1915, sent to the Air Fleet Department, the Emperor assigns the Head of the aviation schools organization committee duties to Grand Duke Alexander Mikhailovich Romanov in order to “establish uniformity in the pilots training” [10].

In March 1910, Grand Duke Alexander Mikhailovich ordered to send six officers to Paris for flight training. Six sailors and soldiers were sent together with the officers to acquire the aircraft maintenance skills, as a fundamentally new educational task for Russia was the training of specialists in aircraft servicing and repair [9].

By the decision of A. M. Romanov Sevastopol became not only the place of practical flights, but also the location for the aviation personnel training center – Sevastopol military aviation school, founded in November 1910. Sevastopol was chosen due to the prevailing sunny weather on the Crimean Peninsula, well-developed transport railway system for the necessary goods delivery, as well as due to the Black sea fleet base situated here, which in the future could contribute to the Navy and aviation interaction in order to accomplish combat missions more effectively.

In April 1911 in St. Petersburg at the First aeronautical congress in Russia, three pilots of Sevastopol officer aviation school demonstrated a combat operation imitation of the black sea squadron escorting on airplane at sea, thereby proving the objective need to create the navy aviation units, and justifying the need for interaction between two fleets: sea and air [11].

The ceremonial opening of the aviation school took place in November 1910 on Kulikovo field in the vicinity of Sevastopol. It followed the religious service and aircraft sprinkling with Holy water. In honor of the event it was decided to conduct demonstration flights for everyone to watch.

For the governmental money as well as donations the Grand Duke bought a square plot of land where they founded Alexander Mikhailovskiy camp (named in honor of the Russian aviation chief).

Having carefully studied the area, the Grand Duke ordered to develop the project the officers’ housebuilding, warehouses, workshops, biological station, signal masts. On the territory of the school an orchard and flower beds were planted, roads, sidewalks and descents to the beach were paved with concrete and tiles, fitted with electric lighting and benches for recreation. All the above was fully accessible to the local population [12].

In summer, in their spare time pilots and technicians were allowed to swim in the Black sea. In order to prevent diseases, mandatory bathing of the lower ranks was introduced. According to the

school order No. 172 of June the 20<sup>th</sup>, the rescue service of the school beach was organized. It was equipped with two rowing rescue boats. On the most important Orthodox holidays of Christmas and Easter of soldiers and non-commissioned officers arranged theatrical and amateur musicians' performances that positively influenced the general cultural development of the trained personnel and increased their working capacity. So drunkenness, revelry or gambling was not observed in the life of pilots. Pilots were forbidden to drink alcohol 12 hours before the flight. Order No. 359 of December 23, 1914 suggested expulsion or imprisonment of the trained for up to 40 days for playing cards for money. The order legalized the punishments, which in turn directly influenced the positive image of the Russian military men formation.

Thus, the first decade of the XX century is characterized as the stage of the military aviation education content and methods arrangement, which conditioned the process of the domestic system of flight personnel training foundation [9].

Sevastopol military aviation school, founded by A. M. Romanov, before the revolution of 1917 took the leading place in the Russian state military system, being one of the basic centers of the Russian military pilots training. In addition, the instructors and teachers of the school paid considerable attention to patriotic upbringing: organization of parades, thematic discussions in regular units and military schools.

Under the leadership and on the initiative of the Grand Duke a range of activities for the formation and development of aviation education was carried out: the teaching staff selection; fundamentally new techniques of aeronautics development and testing; pilot work medical study, pilots medical examination, safety measures, practical flights instructions, pilot qualification final exam introduction; airplane parades organization to promote the aeronautics and flight education; guidance documents (formulation of combat aviation tasks) development; cultural events patronage (leisure and cultural program for trainees organization, an Orthodox Church construction); repair base creation; the curricula for the flight school writing and its adjustment to the current technical progress.

Despite the unstable military and political situation in the country due to large-scale military campaigns, Alexander Mikhailovich was the initiator of numerous multi-purpose educational projects. A distinctive feature of any project was the combination of educational and upbringing function [13].

On the eve of the 50th anniversary of the First defense of Sevastopol Russian government decided to recreate the events and for that purpose to turn the former battlefields place into a huge memorial complex, which should remind the descendants how "...the Russian Army and Navy in 11 months of fierce fighting delayed the invasion of the mighty allied troops" [14, p. 12]. For the first time in Russia, measures to perpetuate the memory of the First defense of Sevastopol were undertaken in Sevastopol: on October 5, 1895 – the opening of the monument to General-adjutant Kornilov, and November 18, 1898 – the opening of the monument to Admiral Nakhimov took place. On October 5, 1895 at the site of Malakhov hill in Sevastopol a military parade in which the Defense veterans and educational institutions trainees participated was held [15].

By the First defense of Sevastopol half-century anniversary, a "Committee for Sevastopol defense monuments restoration" was created. It was headed by the Grand Duke and was significant for the educational and cultural potential of the city. Among the Committee members there were: Defense participants P. F. Rerberg, A. P. Delsal, M. F. Belkin, N. I. Kostomarov, a historian, colonel A. M. Zaionchkovskii, artillery general M. I. Pivovarov, engineer-general K. D. Khlebnikov, lieutenant-general A. M. Berch, mayor K. P. Mertvago, engineer F. N. Erantsev, I. N. Protopopov [16].

The "Crimean Herald" newspaper article of August 5, 1903 devoted to the 50th anniversary of Sevastopol defense announced: "the Emperor was pleased to appoint the celebration of Sevastopol defense anniversary in autumn of 1904... In the city, on the harbor coast at the Seaside boulevard arranged on the place of the former Nicolay battery, two events of the defense will be commemorated: garrison evacuation over the floating bridge and blocking the entrance to Sevastopol bay" [14]. By that time, various proposals related to the monument dedicated to the protection of Sevastopol harbor from the allied troops squadron by flooding the Black sea fleet ships construction have already been considered.

Back in 1901, in the Committee official report on its activities, in paragraph № 11 it was said: “To design a special monument in memory of the scuttled ships and to put it on the Seaside boulevard, against the place of the ships flooding, and also special mark the first line of the scuttled ships” [17, p. 123].

The Committee also carried out a number of social and educational missions. For example, with the Grand Duke at the head the Committee temporarily transported the famous Sevastopol panorama “The Defense of Sevastopol 1854-55” by the French artist F. A. Roubaud, dedicated to the heroic episode of the Russian history “to St. Petersburg to get the masses acquainted with this patriotic picture”. The educational project cost according to preliminary A. M. Romanov estimates was about 100 thousand rubles. Nevertheless, the goal set by the Russian government, as the Grand Duke wrote, “is quite achieved, which can be seen from the number of the Panorama visitors over the past 11 months of its stay in St. Petersburg: 62,000 of paid visitors and more than 150,000 of those who attended for free. Free entrance to the Panorama is open to the troops, educational institutions students, factories and workshops workers and for lower employees of various institutions; in addition, the young soldiers of the last conscription are now visiting the Panorama from time to time” [14].

On August 5, 1903, under the leadership of Alexander Mikhailovich Romanov, a project entitled “Issues to be discussed regarding the celebration of Sevastopol Defense anniversary” was developed. According to the project, the events dedicated to the 50<sup>th</sup> anniversary of the First Sevastopol Defense were to take place in autumn, 1904. The project suggested:

1. On the eve of the appointed celebration to carry out a divine service on the commemoration of all the Defense parties.

2. In order to perpetuate the memory of the First Defense for posterity to organize thematic readings in naval units, cadet corps and civilian schools and free visit to the First defense museum for everyone.

3. To publish illustrated brochures (a “Brief revision of the of Defense history”, and a “Guide to Sevastopol Museum”) and distribute them at an affordable price [14].

The celebration program also included a ceremony of laying the foundation stone of the new school named after General Menkov building planned “on the donated money in the presence of all the invited”.

The organizers of the celebrations made up a list of invitees, which included: representatives of the Imperial dynasty; veterans of the Defense, who were planned to be invited by means of the newspapers; persons from the Grand Duke Office; retired lower ranks; representatives of military units participating in the Defense; foreign guests; students of cadet corps and secondary schools of Sevastopol, including the school after General Minkov; residents; honorary persons from the Ministry of the Imperial court, Military and Maritime Ministries, as well as the Ministries of Internal Affairs, Railway, Finance and Public Education. It was planned to accommodate guests in free premises of the Maritime and Military Departments, and if necessary, it was decided to rent one of Sevastopol hotels.

Much attention was paid to the support of the Crimean war veterans. Alexander Mikhailovich managed to provide them with free travel by trains (first class compartments) throughout the anniversary year.

At the end of the XIX century Alexander Mikhailovich headed the Black sea fleet museum in Sevastopol. Actively engaged in charitable activities, he strongly supported the idea of opening on the basis of the Museum: a school for 40 pupils (later transformed into a vocational school); a shelter for the disabled; a straw weaving school for girls and Ksenia parish school for 300 students. The Museum had a library for children of the poorest city residents [18].

### **Conclusion**

In developing various projects of social or charitable assistance to people in need, the main focus was on creating conditions for the socio-economic and cultural development of the region by attracting specialists, allocating financial resources for the construction of facilities that contribute to the ordinary people living standard improving, cultural values promoting and the general culture level raising. Developing cultural projects at the state level, Alexander Mikhailovich never neglected the needs of ordinary citizens.

Grand Duke Alexander Mikhailovich believed that “Russia is a great mighty state, and it cannot be like that without the Monarchy, which is the only way of the country management in which Russia can grow rich, expand and confidently look to the future”. The Grand Duke considered the technical and economic independence, “self-sufficiency of the stat”, and the education of the people on the high moral principles of Orthodoxy and taking into account the science and technology development as the necessary conditions for Russia development and prosperity.

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## ОБРАЗОВАТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ ВЕЛИКОГО КНЯЗЯ АЛЕКСАНДРА МИХАЙЛОВИЧА РОМАНОВА В КРЫМУ

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**Аннотация.** В связи с необходимостью возрождения традиций духовно-нравственного воспитания на современном этапе, обращение к историко-педагогическому опыту прошлого, демонстрирующему образцы истинной любви к своему Отечеству, стремление некоторых выдающихся персоналий поделиться не только военным опытом, но также внести неоценимый вклад в сохранение культурно-исторического наследия России, становится крайне актуальным. Именно к таким деятелям государственного уровня можно отнести личность выдающегося представителя династии Романовых – офицера, педагога, разработчика крупномасштабных образовательно-просветительских проектов, целью которых было развитие общественной инициативы в сфере популяризации духовно-нравственных, патриотических, образовательных и культурных ценностей – Великого князя Александра Михайловича Романова. В данной статье на основе аксиологического, системного, обобщающего подходов раскрывается специфика его педагогической и образовательной деятельности, что также позволяет судить о существовавшем в XIX веке феномене деятельности российских военачальников, которые посвятили значительную ее часть образовательно-просветительской работе в стремлении сформировать духовно-нравственную основу общества, а также повысить культурный, социальный и образовательный уровень населения Российской империи.

**Ключевые слова.** Образовательно-просветительская деятельность, духовно-нравственное воспитание, гуманизация образования, повышение общего культурного уровня, образовательные учреждения, Крым, Великий князь Александр Михайлович Романов.

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