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Heads of the Siedlce School Directorate (1864–1912)

Naczelnicy Siedleckiej Dyrekcji Naukowej (1864–1912)

ABSTRACT

The article presents and analyses the group of officials heading the Siedlce School Directorate in the years 1864–1912. They were responsible for supervising the functioning of education in the Siedlce Governorate. They also had the right to decide on employing teachers in elementary schools and controlled their teaching and educational work. In the political situation of the era, their tasks also focused on pursuing activities involved in Russification. The article attempts to answer the question as to what extent their professional background had an impact on how they accomplished these tasks. It also discusses where they came from, what social strata they were born in, and what education they received.

Key words: Kingdom of Poland, Siedlce School Directorate, education administration, heads of school directorates, elementary education

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The second half of the 19th century belongs to an extremely interesting period in the history of the Polish nation, especially in the lands under Russian rule referred to as the Kingdom of Poland. In the 1860's and 1870's, the Russian authorities undertook a series of actions aimed at unifying the legal and administrative solutions in force in the territory of the Kingdom of Poland, which were modelled on those applicable in the Russian Empire. The solutions adopted in this regard served the integration of the Kingdom with the Russian Empire. Educational institutions were recognized as an important tool for the partitioner to pursue the policy of Russification. The outbreak of the January Uprising resulted in the imposition of an increasingly strict Russian policy towards the Polish population inhabiting the lands of the Kingdom of Poland. The repression by the tsarist authorities not only affected the direct participants of the uprising, but was also aimed at liquidating the remnants of the Kingdom's autonomy. These actions undermined the achievements of Aleksander Wielopolski of the early 1860's, when he managed to regain partial autonomy of the Kingdom under the framework of the Russian Empire¹. Education proved to be one of the foremost autonomous areas which the partitioning authorities finally decided to abolish. The schooling system in the Kingdom of Poland was made subject to direct supervision and instruction of the Ministry of Enlightenment in St. Petersburg, which meant the undoing of educational reforms introduced by Wielopolski². Nikolay Milyutin was the reformer of schooling system in the Kingdom, presented to and accepted by the Russian Tsar Alexander II. Milyutin assumed in his plan that the direct control of the Russian central authorities over education in the Kingdom of Poland would make it possible to remove Polish gentry and clergy from their influence on education, and thus on the peasantry constituting the majority of the Kingdom's population. Education was to become one of the factors that would serve to win peasants over to the rule of the Tsar, portrayed as the defender and protector of the people³.

The process of introducing administrative and organizational solutions in the field of education identical to those in the Russian Empire was initiated by an ukase (decree) on the new organization of school administration

¹ *Ukaz przywracający Radę Stanu Królestwa Polskiego z 14/26 III 1861 r.*, 'Dziennik Praw Królestwa Polskiego' [hereinafter: DPKP], vol. 57, Warszawa 1860–1861, pp. 333–341.

² It is described in detail by K. Poznański, *Opinia publiczna Królestwa Polskiego wobec sprawy oświaty ludu w 1861 roku*, 'Rozprawy z Dziejów Oświaty' 1964, 7; idem, *Reforma szkolna w Królestwie Polskim w 1862 roku*, Wrocław 1968, pp. 69–94. See also: S. Sempołowska, *Reforma szkolna 1862 roku*, in: *Pisma pedagogiczne i oświatowe*, Warszawa 1962.

³ R. Wroczyński, *Mysł pedagogiczna i programy oświatowe w Królestwie Polskim na przełomie XIX i XX wieku*, Warszawa 1963, pp. 40–41.

in the Kingdom of Poland of 30 August/11 September 1864. Pursuant to its provisions, school directorates headed by directors were established. School directorates took over competences of the liquidated sections of Denominations and Public Enlightenment in the governorate authorities. The Kingdom of Poland was divided into ten directorates: Warsaw, Łódź, Radom, Kielce, Lublin, Chełm, Siedlce, Suwałki, Łomża and Płock, and for the city of Warsaw a school inspector was appointed with the authority of a director of a school directorate. The heads of the directorates and the school inspector of the city of Warsaw became *ex officio* members of the Public Education Council, in whose work they had the possibility to participate during their official stays in Warsaw⁴.

The institution supervising the school directorates was initially the Government Commission of Religious Denominations and Public Enlightenment, and later the supervision over them was transferred to the Government Commission of Public Enlightenment⁵. However, as early as in 1867 the Warsaw School District [hereinafter: WSD] was restored, and it assumed authority of the educational institutions in the Kingdom⁶. This decision also resulted in the subordination of education in the Kingdom of Poland directly to the Ministry of Public Enlightenment in St. Petersburg. The district was headed by a superintendent who could independently decide on many issues related to the functioning of elementary education. However, some decisions had to be agreed with or forwarded to the Ministry of Education in St. Petersburg for consideration⁷.

The change in the organization of school administration consisting in the establishment of the WSD, and earlier the directorates, meant the unification of the administration and supervision system for education in the Kingdom, following the model in force in the Russian Empire, and subjecting education to the tutelage of the Ministry of Education. The adopted system and the scope of duties of the superintendent overseeing the WSD and the directors supporting him in the directorates was almost identical to that in other school districts of the Russian Empire⁸. The superintendent's competences were not very extensive, and his independence was limited by the need to ask the Ministry of Education in St. Petersburg for approval of his decisions

⁴ *Ukaz najwyższy o organizacji Dyrekcji Naukowych w Królestwie Polskim z 30 VIII/11 IX 1864 r.*, DPKP, vol. 62, Warszawa 1864, pp. 391, 397.

⁵ More on this topic: T. Manteuffel, *Centralne władze oświatowe na terenie byłego Królestwa Kongresowego (1807–1915)*, Warszawa 1929.

⁶ K. Poznański, *Reforma*, pp. 288–289.

⁷ *Ustawa o Okręgu Naukowym Warszawskim z 15/27 V 1867 r.*, DPKP, vol. 67, Warszawa 1867, p. 65.

⁸ T. Manteuffel, *op. cit.*, pp. 46–48.

regarding even more substantial expenses or certain personnel matters⁹. Russian authorities designated as superintendents only trusted persons and those considered to be faithful executors of the Tsar's will. The function of the WSD superintendent was successively performed by: Teodor Witte, Alexandr Apuchtin, Valery Lignin, Grzegorz Saenger, Alexandr Schwarz, Vladimir Belyaev, Grzegorz Lewicki and Prince Ivan Kurakin¹⁰.

The efficient performance of supervisory functions over education by the heads of the school directorates required to determine the borders of the territories in which the overseen school facilities were located. The territorial division of school directorates adopted in 1864¹¹ did not coincide with the borders of the five governorates of the Kingdom. Initially, two school directorates functioned in each governorate, and in the case of the Lublin Governorate these were even three directorates: Lublin, Chełm and Siedlce. This state was changed by the Act on Governorate and Poviats Management in the Governorates of the Kingdom of Poland of 19/31 December 1866, which replaced the previous five governorates with ten new governorates: Warsaw, Kalisz, Piotrków, Radom, Kielce, Lublin, Siedlce, Płock, Łomża and Suwałki. At the same time, the governorates were divided into 85 poviats (counties)¹². Interestingly, the area of the formed governorates largely coincided with the earlier demarcation of the areas subordinate to the school directorates.

The school supervision system formed in the late 1860's in terms of its administrative structure persisted until the First World War with minor changes. The first of them was connected with the new division of the Kingdom into governorates introduced in 1866. The Lublin School Directorate was liquidated and the supervision of educational matters in the Lublin governorate was transferred to the Chełm School Directorate. The Łódź directorate, in turn, was divided into two units, one of which took over the management of education in the Kalisz Governorate, while the Łódź directorate dealt with the affairs of schools in the Piotrków Governorate¹³. The second major change was related to the establishment of the separate Chełm Governorate in 1912. The new governorate was created from the eastern parts of the Siedlce and Lublin Governorates, and

⁹ *Ustawa o Okręgu Naukowym*, p. 65.

¹⁰ T. Manteuffel, *op. cit.*, pp. 50, 68–69.

¹¹ *Postanowienie Komitetu Urządzającego rozdzielające powiaty Królestwa Polskiego pomiędzy 10 Dyrekcji Naukowych w z 19 IX/1 X 1864 r.*, DPKP, vol. 62, pp. 451–452.

¹² *Ustawa o zarządzie Gubernialnym i Powiatowym w Guberniach Królestwa Polskiego z 31XI/19 XII 1866 r.*, DPKP, vol. 66, Warszawa 1866, p. 119.

¹³ K. Latawiec et al., *Naczelnicy organów rosyjskiej administracji specjalnej w Królestwie Polskim w latach 1839–1918. Słownik biograficzny*, vol. 1, Ministerstwo Oświecenia Publicznego, Lublin 2015, p. 23.

the educational administration was adapted to the new administrative division¹⁴. At the same time, both the Siedlce Governorate and the Siedlce School Directorate were liquidated. In accordance with the new territorial division including the Lublin and Chełm Governorates, supervision over educational institutions in the area of the liquidated Siedlce Governorate as well as its directorate was taken over by the newly created Lublin directorate and the reorganized Chełm directorate¹⁵.

The Siedlce School Directorate functioning in the years 1864–1912 was one of ten educational supervision institutions of this type established in the Kingdom of Poland by the tsarist authorities¹⁶. At the time of its establishment, it supervised schools operating in the then poviats of Siedlce, Radzyń and Biała¹⁷. After the administrative reform conducted pursuant to the Act of 1866 dividing the Kingdom of Poland into 10 governorates, the area of the Siedlce directorate coincided with the territory of the Siedlce Governorate consisting of 9 poviats: Siedlce, Węgrów, Sokołów, Konstantynów, Biała, Włodawa, Radzyń, Łuków and Garwolin¹⁸.

School directorates were managed by directors/heads, who obtained the authority to supervise educational activities in all government and private schools within the directorate. They had the right to control the schools in terms of teaching as well as financial expenditures. They were obliged to submit reports on the state of education in the area of their directorates to the Public Education Council, and after the creation of the WSD in 1867 – to its superintendent. In their activities, they could count on cooperation with local administrative and police authorities. Locally, inspectors appointed at gymnasium middle schools and poviat schools served as representatives of school directorates. They were to deal with pedagogical issues, discipline and financial matters of elementary schools in their subordinate areas. The possibility of appointing assistant inspectors was also taken into consideration, who were to be responsible for supervising the schools' finances when it was necessary to support the inspector's activities¹⁹. In the mid-1860's, primarily rectors of middle and poviat schools were appointed as inspectors²⁰.

¹⁴ A. Wrzyszczyk, *Gubernia chełmska. Zarys ustrojowy*, Lublin 1997, pp. 56–57, 83–84.

¹⁵ Idem, *Chełmska Dyrekcja Naukowa (1864–1918)*, in: *Polska lat dziewięćdziesiątych. Przemiany państwa i prawa. Materiały z konferencji, Lublin-Kazimierz, 28–30 kwietnia 1997 r.*, eds. M. Mozgawa et al., vol. 3, Lublin 1997, p. 598.

¹⁶ *Ukaz najwyższy o organizacji*, pp. 390–404.

¹⁷ *Postanowienie Komitetu Urządzającego*, pp. 451–452.

¹⁸ *Ustawa o zarządzie gubernialnym*, p. 191.

¹⁹ *Ukaz najwyższy o organizacji*, pp. 393–395, 397–398.

²⁰ K. Poznański, *Reforma*, p. 286.

Direct supervision of schools in the respective territory, however, was mainly carried out by heads of school directorates. Their duties included, in particular, visiting rural, communal and municipal elementary schools and ensuring their development and good financial condition. In their reports presented to the district superintendent, they devoted considerable attention to the quality of teaching and educational work carried out in elementary schools, financial issues related to the condition of schools and teachers' salaries, as well as student attendance²¹. They also submitted proposals to the superintendent, aimed at improving the state of education and the economic status of teachers. Moreover, their authority included private and religious education, which they controlled as to the quality of teaching and compliance of the programme with regard to the regulations of the authorities. They also supervised secondary schools, verifying the compliance of their curricula and educational activities with the regulations of superior education authorities. They also had the right to perform audits of school finances and control their expenses²². They could also supervise schools subordinate to ministries other than the ministry of education, and their reports were submitted to the district superintendent who presented them to the governing bodies of those schools²³. They were responsible for the implementation of regulations of the superintendents of school districts and the Ministry of Education of the Russian Empire in their subordinate educational institutions. They informed the superintendent about the condition and number of elementary schools, planned expansions of schools, encountered problems, religious schools and private education, and school libraries²⁴.

Their prerogatives included decisions on hiring elementary school teachers. As supervisors of elementary school teachers, they exerted pressure on heads of poviats and communes as well as mayors in matters concerning the existence of teachers and the material condition of schools. In addition to that, heads made decisions about providing financial assistance to local governments in building and renovating schools. Moreover, they influenced the decision to establish private elementary schools, and after the 1905 Revolution, also private secondary schools,

²¹ R. Kucha, *Oświata elementarna w Królestwie Polskim w latach 1864–1914*, Lublin 1984, pp. 124–129.

²² *Ukaz najwyższy o organizacji*, pp. 393–397; *Ustawa o Okręgu Naukowym*, p. 63.

²³ A. Okolski, *Wykład prawa administracyjnego oraz prawa administracyjnego obowiązującego w Królestwie Polskim*, vol. 1, Warszawa 1880, p. 269.

²⁴ D. Szewczuk, *Funkcjonowanie rosyjskiego nadzoru szkolnego na terenie Lubelszczyzny*, in: *Dzieje biurokracji na ziemiach polskich*, vol. 1, eds. A. Górak, I. Łuć, D. Magier, Lublin–Siedlce 2008, pp. 242–244.

because the approval of the district superintendent depended on their positive opinion. Additionally, they participated in meetings with the district superintendent, during which issues related to the development of education were discussed²⁵.

What is more, the heads of the directorates supervised teachers' seminaries functioning in their area, which were educating future teachers of elementary schools. Inspectors managing the teachers' seminaries were obliged to present to the heads reports on the teaching activities of their institutions, statistical data on pupils, and lists of graduates. They also asked the heads of the directorates to authorise the planning of classes, their staffing and the possible modifications of the curricula. The directors' approval was also required for additional financial expenses related to the activity of the seminary. The heads supervised the seminaries through direct visits and had the opportunity to participate in meetings of educational councils. Such a seminary operated in the area of the Siedlce School Directorate, in Biała Podlaska²⁶.

The directors were supported by officials employed in the directorate office. They dealt with drafting and exchanging correspondence with the authorities of the school district, state and local government administration bodies in the governorate, as well as schools and their teachers. Pursuant to the decision of the Organising Committee and the Administrative Council of the Kingdom, the staff of a directorate's office were: a clerk, an accountant, and an office clerk acting as an archivist. In addition to the above mentioned employees and the head of the directorate, full-time employment was also planned for two registrars and a bedel²⁷. To facilitate contacts in matters relating to schools with the governorate authorities, the director's seat was usually the capital of the governorate. To illustrate this, in the case of the Siedlce directorate, it was Siedlce. It is worth looking at the profiles of people who were selected by the authorities of the era to ensure proper care of the development of education in the Siedlce governorate and to analyse the criteria for their selection.

Evfimiy Mikhailovich Kryzhanovsky was appointed the first head of the School Directorate in Siedlce. He took office, like most of the then appointed heads of school directorates at the beginning of 1865²⁸. After six years of work, the superintendent of the school district moved him to Warsaw, where he was appointed the headmaster of the 1st classical

²⁵ *Ibidem*, pp. 242–244.

²⁶ D. Szewczuk, *Seminaria nauczycielskie w Królestwie Polskim*, Lublin 2015, pp. 91, 105–106.

²⁷ *Postanowienie Komitetu Urządzającego w sprawie etatu dyrekcji naukowych z 19 IX/1 X 1864 r.*, DPKP, 62, pp. 450–455.

²⁸ K. Poznański, *Reforma*, p. 290.

all-boys middle school and all-girls middle school. At the same time, the superintendent appointed a successor in his place – Petr Grigoryevich Rublevsky, until then inspector of an all-boys middle school in Biała Podlaska²⁹. The new head of the Siedlce directorate had considerable pedagogical experience and was a graduate of the Spiritual Academy in Kiev. Rublevsky graduated in 1857, and a year later he obtained a master's degree in philosophy. He was included in the group of the best graduates of the Academy, which undoubtedly influenced his early teaching career. Initially, he worked at the Kazan Spiritual Academy, where he taught logic, classical philosophy, history of philosophy and Greek. Then in 1860 he was transferred to the Spiritual Academy in Kiev, where he taught similar subjects. His work with students was highly rated by superiors, as evidenced by the acknowledgement of the Holy Synod noted in his files. At his own request, he was dismissed with the consent of the Holy Synod from work at the Academy in August 1865³⁰. This was due to his transition to Biała Podlaska as a full-time inspector of a 5-grade Greek-Uniate all-boys junior middle school. He remained as the inspector after the transformation of the junior middle school into a classic all-boys middle school in 1866³¹ until he became head of the Siedlce School Directorate in 1871.

After about seven years, Rublevsky was succeeded by Petr Ivanovich Stronin. He had managed the directorate only for a year and in 1879 Dmitry Gavrilovich Baranov was appointed in his place. Baranov was head of the Siedlce directorate until 1885. After him, the office of director was held for a longer period in the years 1886–1895 by Vasily Mikhailovich Dobrovolskiy, who had until then managed the Radom School Directorate. For almost a year, Dobrovolskiy was simultaneously the head of the Siedlce and Radom directorates until personnel decisions were made by the education authorities. Ultimately, he was appointed head of the Siedlce directorate while the directorate of Radom was to be managed by Nikolai Parfenovich Velikanov³². While managing the directorate, Dobrovolskiy meticulously fulfilled his obligations related to visiting schools³³. He was also involved in activities benefiting the Orthodox Church, as a member of Orthodox brotherhoods, including those in Łomazy, Chełm and Warsaw and the guardianship council of the Orthodox parish in Siedlce³⁴. His

²⁹ Archiwum Państwowe w Lublinie [hereinafter: APL], Dyrekcje Szkolne [hereinafter: DS], Akta osobowe, ref. no. 1502, pp. 31–32.

³⁰ APL, DS, Akta osobowe, ref. no. 2471, pp. 33–39.

³¹ *Ibidem*, pp. 3–4, 43–44.

³² APL, DS, Akta osobowe, ref. no. 527, pp. 34–35, 38.

³³ *Ibidem*, p. 73.

³⁴ *Ibidem*, pp. 65, 154–156, 199, 370.

activities were appreciated by his superiors and in 1895 he was promoted to the position of assistant to the WSD superintendent and transferred to the seat of the District in Warsaw³⁵.

When Dobrovolskiy was promoted to Warsaw, he was succeeded in May 1895 by Pavel Dmitrievich Kolosovskiy, former head of the Kielce School Directorate. However, after only a few months Kolosovskiy resigned due to poor health³⁶. After him, for a short period of time, Vladimir Aleksandrovich Karpov became head of the directorate, who was previously the inspector of a higher craft school in Łódź³⁷. Already in September 1896 he was replaced by Anton Savvich Geevskiy, who previously headed the Łomża School Directorate³⁸. After five years as head of the Siedlce directorate, Geevskiy was transferred to the position of school inspector in the city of Warsaw³⁹. His successor was Pavel Petrovich Vasiliev, who until then managed the Kalisz School Directorate⁴⁰. In the winter of 1906, due to health problems, Vasiliev asked the superintendent of Warsaw District for temporary replacement by a school district inspector. Shortly thereafter, he was dismissed from service with the right to continue wearing an official uniform and decorations⁴¹.

Vladimir Andreevich Kostylev became the new head of the Siedlce directorate. He also did not hold his office for too long, because in July 1910 he left his position at his own request⁴². The probable reason for Kostylev's resignation was his financial problems. In 1908, they led his creditors, mainly residents of Siedlce of Jewish descent, to take the matter to court and demand the repayment of debts⁴³. He was also in arrears with the rent for the flat he rented in Siedlce. The debt in this matter provoked the intervention of the mayor of Siedlce, who threatened Kostylev that if he did not pay the dues he would inform the local governor about the situation⁴⁴. Kostylev lost the debt recovery proceedings brought by his creditors, and the bailiff at the Siedlce Regional Court began the execution of the amount due to creditors of one thousand two hundred rubles together with interest due on the director's wages. This situation caused interest from

³⁵ *Ibidem*, p. 393.

³⁶ APL, DS, Akta osobowe, ref. no. 1175, pp. 1, 3, 42.

³⁷ APL, DS, Akta osobowe, ref. no. 1212, pp. 1–2.

³⁸ APL, DS, Akta osobowe, ref. no. 734, pp. 1–2.

³⁹ *Ibidem*, p. 131.

⁴⁰ *Ibidem*, p. 126.

⁴¹ APL, DS, Akta osobowe, ref. no. 3142, pp. 55, 58–59.

⁴² APL, DS, Akta osobowe, ref. no. 1383, pp. 3, 152–153.

⁴³ *Ibidem*, p. 80.

⁴⁴ *Ibidem*, p. 96.

the superintendent of the WSD, who began to look into Kostylev's issues⁴⁵. However, Kostylev's resignation from his function and retirement did not solve his financial problems. Two years later, it was revealed that he still had not repaid some of the debts and his successor received a request to collect from Kostylev's retirement pension the amount of 128 rubles and 50 kopecks for creditors from Siedlce, awarded to them by the judgement of the Justice of the Peace Court back in 1908⁴⁶.

The last head of the Siedlce directorate was Fyodor Vasilevich Koralllov, appointed to this position at the end of November 1910 by the superintendent of the WSD⁴⁷. Koralllov was a graduate of the St. Petersburg Theological Academy. His promotion to the position of head of the directorate took place after 19 years of work in education and administration, including as a school district inspector in the Chełm School Directorate⁴⁸. Koralllov worked as director in Siedlce until the liquidation of the directorate in 1912. Then he briefly became head of the Lublin directorate, after which he was entrusted with the function of head of the Chełm School Directorate⁴⁹. He remained head of the Chełm directorate until the liquidation of this institution in the second half of 1918⁵⁰.

Successive changes of the heads of the Siedlce School Directorate in the years 1864–1912 are presented in Table 1, which features information regarding their terms of office, the social background of the directors and their places of birth. It should be noted that all heads of the Siedlce directorate were of the Orthodox faith.

From the analysis of the data contained in Table 1, it follows that a total of 12 people served as head of the Siedlce School Directorate in the years 1864–1912. Of these, 5 had previously served as heads in other school directorates, and 4 who held this function in Siedlce for the first time later continued their activities in a similar position in another directorate⁵¹. L. F. Solovyev has also been included in the group of heads of the Siedlce directorate, however, it should be noted that the superintendent did not appoint him as director but merely entrusted him with such duties. Solovyev combined them with the function of inspector managing the All-Girls Middle School in Siedlce. However, on account of the period of over

⁴⁵ *Ibidem*, pp. 120–121.

⁴⁶ *Ibidem*, p. 80.

⁴⁷ APL, DS, Akta osobowe, ref. no. 1332, pp. 1–2.

⁴⁸ *Ibidem*, p. 52.

⁴⁹ *Ibidem*, pp. 1–2, 145, 194–195.

⁵⁰ APL, Chełmska Dyrekcja Szkolna, Akta ogólne, ref. no. 404, pp. 181–185.

⁵¹ K. Latawiec et al., *op. cit.*, pp. 123–124, 140–141, 149–150, 165–166, 170–171, 175, 177–178, 180–181, 223–224, 239–240, 251–252, 271–272.

Table 1. Heads of the Siedlce School Directorate in the years 1864–1912.

no.	Name, patronymic and surname	Term of office as director*	Social background	Place of birth
1.	Evfimy Mikhailovich Kryzhanovsky	4 December 1864 – 4 September 1871	Son of an Orthodox priest	Kiev Governorate
2.	Petr Grigoryevich Rublevsky	4 September 1871 – 4 February 1878	Son of an Orthodox priest	Poltava Governorate
3.	Petr Ivanovich Stronin	4 February 1878 – 1 August 1879	Son of a peasant	Kursk Governorate
4.	Dmitry Gavrilovich Baranov	1 August 1879 – 1 February 1885	gentry	Minsk Governorate
5.	Lev Fyodorovich Solovyev	21 March 1885 – 15 September 1886	Son of an official	Yekaterinoslav Governorate
6.	Vasily Mikhailovich Dobrovolskiy	1 October 1886 – 3 February 1895	Son of an officer	Kiev Governorate
7.	Pavel Dmitrievich Kolosovskiy	7 April 1895 – 1 November 1895	gentry	Moscow
8.	Vladimir Aleksandrovich Karpov	1 November 1895 – 1 September 1896	gentry	Kursk Governorate
9.	Anton Savvich Geevskiy	1 September 1896 – 1 August 1901	Son of an official	Lublin
10.	Pavel Petrovich Vasiliev	21 August 1901 – 1 April 1906	Son of an Orthodox priest	Oryol Governorate
11.	Vladimir Andreevich Kostylev	10 June 1906 – 26 July 1910	Son of an Orthodox priest	Smolensk Governorate
12.	Fyodor Vasilevich Korallov	22 November 1910 – 3 December 1912	Son of an Orthodox deacon	Ryazan Governorate

* Solovyev was director while at the same time managing the All-Girls Middle School in Siedlce.

** In the period from 1 October 1886 to 31 March 1887, Dobrovolskiy was head of the Siedlce directorate while simultaneously heading the Radom School Directorate.

Source: K. Latawiec et al., *op. cit.*, pp. 123–124, 140–141, 149–150, 165–166, 170–171, 175, 177–178, 180–181, 223–224, 239–240, 251–252, 271–272.

a year of his duties as head from 21 March 1885 to 15 September 1886 as well as the remuneration accordingly received, he should be included in the group of heads of the directorate⁵².

V. M. Dobrovolskiy was the longest acting head of the Siedlce School Directorate with his term spanning almost 9 years. For about 7 years, E. M. Kryzhanovsky and P. G. Rublevsky headed the directorate. Only 4 heads managed the directorate for 4 to 5 years: D. G. Baranov, A. S. Geevskiy,

⁵² *Ibidem*, p. 240.

P. P. Vasiliev and V. A. Kostylev. The most numerous group are officials who headed the Siedlce directorate for 2 years or less. Among them is P. D. Kolosovskiy, who performed this function for only 7 months. It is worth noting that stabilization in the position of director, which meant holding a longer term of at least 4–5 years, started to occur in the mid-1890's and lasted practically until the liquidation of the directorate in 1912. The exception is the last of the heads of this directorate, i.e. F. V. Korallov, however, it should be remembered that after the liquidation of the Siedlce directorate, he immediately reassumed his duties first in the newly created Lublin School Directorate, and after a few months he was made head of the Chełm School Directorate.

It is also worth analysing the social background and place of birth of the heads of the school directorate. Five of them were sons of Orthodox clergymen, three came from gentry families, two from families of officials, and one from a military family and was the son of an officer. With his peasant background, P. I. Stronin noticeably stood out in this group. All the heads of the directorate were of the Orthodox religion and mostly came from the south-east and central areas of the Russian Empire. An exception among them was A. S. Geevskiy, who was born in Lublin, but this happened only due to the fact that his father, who came from the Poltava Governorate, was an official in the Kingdom of Poland⁵³.

Another important aspect that is worth analysing is the education of the heads of the Siedlce School Directorate. It is presented in Table 2.

Among persons holding the function of head of the Siedlce directorate, graduates of theological academies and universities are the most numerous. Of the 12 heads, two graduated from the Spiritual Academy in Kiev, one from the Theological Academy in Moscow and one from St. Petersburg. Three directors studied at the University of Kiev, however, one of them – P. I. Stronin – did not pass the final examination. One person graduated from the University of Moscow. V. A. Kostylev's education should also be considered as equivalent in level to the university one, as he was a graduate of the St. Petersburg Historical Philological Institute. In addition, among the heads of the Siedlce directorate were a graduate of the St. Petersburg Institute of Technology and a graduate of the Konstantinovskiy Military School. A certain exception in this group was L. F. Solovyev, who did not even have a middle school certificate. However, he was able to work in education due to the fact that he had obtained a diploma of a teacher of history and geography of poviats schools on the basis of a special examination passed at the Kherson Governorate Middle School. In terms

⁵³ *Ibidem*, p. 150.

Table 2. Education of heads of the Siedlce School Directorate.

no.	Name, patronymic and surname	Education
1.	Evfimiy Mikhailovich Kryzhanovsky	Spiritual Academy in Kiev, MA in theology
2.	Petr Grigoryevich Rublevsky	Spiritual Academy in Kiev, MA in theology
3.	Petr Ivanovich Stronin	University of Kiev, Faculty of Law, without passing the final examination
4.	Dmitry Gavrilovich Baranov	Konstantinovsky Military School
5.	Lev Fyodorovich Solovyev	Unfinished middle school in Yekaterinoslav; he held the title of teacher of history and geography of poviat schools on the basis of a special examination passed at the Kherson Governorate Middle School.
6.	Vasily Mikhailovich Dobrovolskiy	University of Kiev, MA in chemistry
7.	Pavel Dmitrievich Kolosovskiy	University of Moscow, Master of Law
8.	Vladimir Aleksandrovich Karpov	St. Petersburg Institute of Technology, engineer-technologist
9.	Anton Savvich Geevskiy	University of Kiev, candidate of mathematical and physical sciences
10.	Pavel Petrovich Vasiliev	Moscow Theological Academy, MA in theology
11.	Vladimir Andreevich Kostylev	Historical Philological Institute of St. Petersburg
12.	Fyodor Vasilevich Korallov	Saint Petersburg Theological Academy, candidate of theology

Source: K. Latawiec et al., *op. cit.*, pp. 123–124, 140–141, 149–150, 165–166, 170–171, 175, 177–178, 180–181, 223–224, 239–240, 251–252, 271–272.

of formal education, the four theologians constituted the most numerous group of directors (three masters and one candidate of theology). Beside them, among the heads were one master of law, one master of chemistry, one candidate of mathematics and physics, and one engineer-technologist.

Most of the heads of the Siedlce School Directorate had at least several years of experience in teaching. V. M. Dobrovolskiy stood out the most in this respect. Before he became head of the directorate in Kielce, then in Radom and finally in Siedlce, he had worked for many years as a teacher and head of educational institutions, including the Higher Craft School in Łódź and the Institute of Agriculture and Forestry in New Alexandria (Puławy). A. S. Geevskiy also had extensive pedagogical experience as a long-time secondary school teacher. The sole exception in terms of professional background among the heads of the Siedlce directorate was D. G. Baranov, who had never worked in education and thus had

no pedagogical experience. He was transferred to serve in the Russian government administration from the army. In civil administration, he initially assumed the position of a commissioner for peasant affairs in the Lublin governorate, and then an official for special matters concerning the population of the Greek Catholic religion, answering to the General Governor of Warsaw⁵⁴. Perhaps the performance of tasks related to the latter function was a factor that proved decisive in entrusting him in 1879 with the post of head of the Siedlce directorate. In the view of the educational authorities, this area could possibly require a person who would affect the work of elementary school teachers, so that through their educational activities they strengthened the Orthodox faith among the former Greek Catholics.

Baranov's lack of pedagogical experience translated into his mediocre activity related to visiting schools in the directorate. In 1880 he managed to visit only 51 schools and in 1884 – 88. In turn, V. M. Dobrovolskiy carried out decidedly more such visits, i.e., 235 in the year 1888, 179 in 1890, and 201 in 1894. Equally active in fulfilling his duties was A. S. Geevskiy, who visited 224 schools in 1898, and 331 in 1900⁵⁵. However, in the latter case it should be assumed that they were carried out not only by the head but also by his aide, i.e., the school inspector.

Heads of the Siedlce School Directorate did not particularly stand out with their education, social background or professional experience compared to their counterparts in other school directorates in the Kingdom of Poland. For example, similar education and professional experience characterised officials performing such a function in the School Directorates in Radom or Kielce. Similarly to the Siedlce directorate, their directors were usually graduates of a clergy academy, a university or an institute granting qualifications equivalent to university education. Military school graduates would also appear incidentally. The heads of the abovementioned directorates were of the Orthodox religion and came from gentry as well as families of clergymen or officials. Similarly, frequent changes of directors and their short terms were not uncommon⁵⁶.

In conclusion, it should be stated that the heads of the school directorate were usually people who already had experience in pedagogical work,

⁵⁴ *Ibidem*, pp. 124, 141, 150.

⁵⁵ R. Kucha, *Oświata elementarna w Królestwie Polskim w latach 1864–1914*, Lublin 1984, p. 130.

⁵⁶ S. Bogdanov, *Naczelnicy Radomskiej Dyrekcji Szkolnej. Analiza grupy*, in: *Szkice z dziejów radomskiej oświaty*, eds. A. Duszyk, K. Latawiec, Radom 2014, pp. 181–185; E. Kula, A. Massalski, *Naczelnicy (dyrektorzy) Kieleckiej Dyrekcji Szkolnej (1864–1915)*, 'Prace Naukowe Akademii im. Jana Długosza w Częstochowie. Pedagogika' 2017, 26, 1, pp. 254–257.

education management or government administration. Apart from professional qualifications and experience in administrative work, their selection took into account nationality and religion. In the Siedlce directorate, only persons of Russian origin and those who professed Orthodoxy became heads. However, it seems that the most important criterion was loyalty to the ruler on the part of the persons appointed for this position. A positive assessment by supervisors of their previous teaching and clerical service was also important. Both of these criteria were important in the selection of the management staff of the school directorate, because the heads executed the education policy in their area in accordance with the regulations of the authorities in St. Petersburg and the superintendent of the WSD. They implemented the tasks set out by their superiors by creating a personnel policy related to employing appropriate teachers in their educational institutions as well as supervising the teaching and educational work in their subordinate schools. In order to ensure that the directors would loyally follow the orders of the superior authorities, candidates were mainly selected from among the Russians who came to the Kingdom of Poland from remote parts of the Russian Empire.

(translated by Radosław Dolecki)

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STRESZCZENIE

W artykule przedstawiono i poddano analizie grupę urzędników kierujących Siedlecką Dyrekcją Naukową w latach 1864–1912. Byli oni odpowiedzialni za nadzór nad funkcjonowaniem szkolnictwa na terenie guberni siedleckiej. Mieli oni również prawo do decydowania o zatrudnieniu nauczycieli w szkołach elementarnych oraz kontrolowali ich pracę dydaktyczno-wychowawczą. W ówczesnych warunkach politycznych jednym z ich zadań było prowadzenie działań rუსyfikacyjnych. W artykule podjęto próbę przedstawienia na ile ich doświadczenie zawodowe miało wpływ na sposób wywiązywania się z tych zadań. Poddano również analizie, skąd pochodzili, z jakich warstw społecznych się wywodzili i jakie posiadali wykształcenie.

Słowa kluczowe: Królestwo Polskie, Siedlecka Dyrekcja Naukowa, administracja oświatowa, naczelnicy dyrekcji naukowych, edukacja elementarna

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