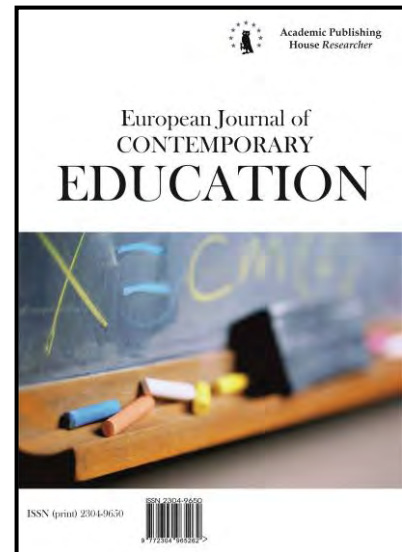




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Published in the Slovak Republic  
European Journal of Contemporary Education  
E-ISSN 2305-6746  
2020, 9(2): 473-480  
DOI: 10.13187/ejced.2020.2.473  
[www.ejournal1.com](http://www.ejournal1.com)

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## The System of Public Education in Stavropol Governorate in the Period 1804–1917. Part 1

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### Abstract

This work examines the system of public education in Stavropol Governorate in the period 1804–1917. The present part of the work covers the **development of the region's public education system** in the period 1804–1871.

In putting this work together, the authors drew upon both various regulatory documents issued in the Russian Empire in the area of public education, including some of those listed in the Complete Collection of Laws of the Russian Empire, and a set of statistical digests.

In terms of methodology, the authors made extensive use of the statistical method. The use of this method helped identify some of the key distinctive characteristics of the making and development of the system of public education in Stavropol Governorate in the period 1804–1871. To achieve their research objectives, the authors also employed a set of general methods of research, including analysis and synthesis, concretization, and summarization. In addition, use was made of the historical-situational method to explore particular historical facts in the context of the **era under study in conjunction with various “neighboring” events and facts.**

**The authors' conclusion is** that the period 1804–1871 was a time of the making of the system of public education in Stavropol Governorate. It was a complicated process, as there was a war waged in the Caucasus up to 1864 (the Caucasian War of 1817–1864). Nevertheless, by 1871 the governorate became home to an extensive network of educational institutions, which included secondary (two gymnasia), lower (five uyezd schools and one St. Aleksandra female school), and

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primary educational institutions (52 primary schools). In addition, a key role in the development of **the governorate's system of primary education was played by the Department of Religious Affairs**, which ran 56 primary educational institutions in the region.

**Keywords:** Stavropol Governorate, system of public education, period 1804–1871.

### **1. Introduction**

It is a known fact that Stavropol Governorate did not exist as an administrative unit at the beginning of the period under review. In the early 19<sup>th</sup> century, the region formed part of Astrakhan Governorate (the areas where Stavropol Governorate, Terek Oblast, and Kuban Oblast were subsequently situated). In 1802, the governorate saw Caucasus Governorate being set apart into a separate constituent unit, with Georgiyevsk as its capital. However, that was not a very good place **to site the governorate's capital, as it was a swampy area fraught with a high risk of disease for the locals**. Twenty years later, Caucasus Governorate was renamed Caucasus Oblast, with Stavropol as its capital. In 1847, the region came to be known as Stavropol Governorate. This part of the work will examine the making of the system of public education in Stavropol Governorate in the period 1804–1871.

### **2. Materials and methods**

In putting this work together, the authors drew upon both various regulatory documents issued in the Russian Empire in the area of public education, including some of those listed in the Complete Collection of Laws of the Russian Empire, and a set of statistical digests.

In terms of methodology, the authors made extensive use of the statistical method. The use of this method helped identify some of the key distinctive characteristics of the making and development of the system of public education in Stavropol Governorate **in the period 1804–1871**. To achieve their research objectives, the authors also employed a set of general methods of research, including analysis and synthesis, concretization, and summarization. In addition, use was made of the historical-situational method to explore particular historical facts in the context of the **era under study in conjunction with various “neighboring” events and facts**.

### **3. Discussion**

**During the period under review, Stavropol Governorate's system of public education was part** of the Caucasus Educational District. The systems of public education within the Caucasus Educational District have been researched at different times by different researchers. For instance, O.V. Natolochnaya has explored the activity of mountain schools in the Caucasus ([Natolochnaya et al., 2018](#)), T.A. Magsumov has investigated the system of public education in Kars Oblast ([Magsumov et al., 2018](#)), and V.S. Molchanova has researched the system of public education in Kuban Oblast ([Molchanova et al., 2019](#); [Molchanova et al., 2019a](#); [Molchanova et al., 2020](#)).

**In 2016, a group of researchers led by N.A. Shevchenko brought forward and tested a new** system for periodizing the development of the system of public education in the Caucasus. The system involves dividing the process into the following three major periods:

1) Period 1 (1802–1834), which covers the first initiatives by the Russian government in the area of public education; in this period, the right to provide instruction to the population was granted even to Protestants;

2) Period 2 (1835–1871), which witnessed a toughening of requirements for provision of **instruction in the region's educational institutions and the centralization of the educational process**;

3) Period 3 (1872–1917), in which educational institutions in the Caucasus became an analogue for educational institutions in the European part of Russia; by 1917, the process of the **system's making was over** ([Shevchenko et al., 2016: 364](#)).

In recent years, researchers have expressed keen interest in the study of the systems of public education in various governorates within the Russian Empire. Of particular interest in this respect are the works of A.Y. Peretyatko and T.E. Zulfugarzade devoted to the system of public education in the Cossack region of the Don ([Peretyatko, Zulfugarzade, 2017](#); [Peretyatko, Zulfugarzade, 2017a](#); [Peretyatko, Zulfugarzade, 2019](#); [Peretyatko, Zulfugarzade, 2019a](#)). A team of researchers led by A.A. Cherkasov has explored the system of public education in Vologda Governorate ([Cherkasov et al., 2019](#); [Cherkasov et al., 2019a](#); [Cherkasov et al., 2019b](#); [Cherkasov et al., 2019c](#)). Elsewhere,

O.V. Natolochnaya has investigated the system of public education in Vilna Governorate (Natolochnaya et al., 2019; Natolochnaya et al., 2019a), and T.A. Magsumov has researched the system of public education in Vyatka Governorate (Magsumov et al., 2018).

#### 4. Results

The first schools in Stavropol Governorate emerged at the very outset of the 19<sup>th</sup> century. **Specifically, the region’s first official school was the so-called “particular parish school”, which was established in the Stavropol region back in 1804.** Due to its distinct characteristics, the school had a primary focus on instruction in the ecclesiastical Cyrillic script, the book of hours, and the psalter. The school was in operation for about 11 years. In late 1815, it was transformed into a parish school (Tvalchrelidze, 1902: 1).

On August 30, 1811, the Stavropol region became home to an uyezd school. For several decades, these two schools were the region’s only educational institutions. **It should be noted from the outset that the fact that there was a lack of schools in the region does not mean that most of its residents were illiterate. The thing is that in areas where there were no public schools in place instruction to children was provided through private “home” schools by individuals known as “gramoteys” (‘lettered persons’).** It is worth noting that in the 18<sup>th</sup> century schools of this kind existed throughout Russia and Western Europe alike (Cherkasov et al., 2019; Mamadaliev et al., 2018; Mamadaliev et al., 2019). While teaching methodology used in them was, obviously, not very innovative, they did teach children to read, write, and perform the basic arithmetic operations.

Quite soon, a group of like-minded pedagogues truly dedicated to teaching began to form around the region’s two public educational institutions. **The group included individuals who were willing to put up their own money toward the hiring of teachers of elective courses.** For example, V.A. Taranov, a teacher at the uyezd school, deemed it absolutely necessary for a school to teach drawing, but the course was not part of the curriculum at the time. To this end, Mr. Taranov pledged 75 rubles of his own money in annual funding toward having a drawing instructor on the school’s staff (Tvalchrelidze, 1902: 2).

The two schools had been in operation for an entire era – 33 years. Over this period, the educational institutions had provided instruction to 2,504 students, with a portion of this student body having received a more or less finished education and the rest having become literate, at least.

#### Secondary education

In late 1828, the region’s uyezd school was transformed into a higher uyezd school. It was maintained with state funding (13,000 rubles). On October 18, 1837, it was transformed into a gymnasium (Tvalchrelidze, 1902: 4). The Stavropol Parish School ceased operation on January 1, 1850 – it was incorporated as a preparatory grade into the Stavropol Gymnasium.

In 1839, they established at the Stavropol Gymnasium a boarding school for the children of nobles and local functionaries.

Table 1 provides data on the numbers of teachers and students in the Stavropol Gymnasium in the period 1859–1867.

**Table 1. Stavropol Gymnasium’s Pedagogical Personnel and Student Body in the Period 1859–1867 (Sbornik statisticheskikh svedenii, 1868: 168)**

Year	Pedagogical personnel		Number of students
	Required on staff	Actually employed	
1859	43	28	427
1860	43	28	411
1861	43	27	396
1862	43	27	440
1863	43	28	412
1864	43	26	413
1865	43	26	382
1866	38	32	370
1867	38	32	374

By 1868, in addition to Greek, the gymnasium provided instruction in the natural sciences as well. The institution had two major departments – classic and real (used for the children of the region’s mountaineers).

An institution at the level of a gymnasium in the Stavropol region was its first-rate female school. The institution opened up on September 15, 1861, but its fifth and sixth grades were launched only in 1867. The school was funded via the following sources: 1) urban levies (2,900 rubles); 2) funding from the revenue of the Stavropol welfare board (400 rubles); 3) subsidies based on contributions from functionaries in the Excise Office; 4) interest (320 rubles from the school’s capital of 8,000 rubles); 5) tuition. On top of this, each year the school received additional funding from various benefactors. Instruction in the sciences in this school was provided by teachers from the Stavropol Gymnasium exclusively (*Sbornik statisticheskikh svedenii, 1868: 171*).

### Lower education

The system of lower education in Stavropol Governorate was represented by several uyezd schools and one private institution – the Stavropol Female School.

One of the oldest uyezd schools in the Stavropol region was the Kizlyar Uyezd School, established in January of 1820 (Table 2).

**Table 2.** Kizlyar Uyezd School’s Pedagogical Personnel and Student Body in the Period 1859–1867 (*Sbornik statisticheskikh svedenii, 1868: 172*)

Year	Pedagogical personnel		Number of students
	Required on staff	Actually employed	
1859	7	8	91
1860	7	8	107
1861	7	8	109
1862	7	8	116
1863	7	8	87
1864	7	8	87
1865	7	8	104
1866	7	8	128
1867	7	8	141

As evidenced in Table 2, the school had more teachers on staff than required. This was due to the fact that the institution had two extra teachers on staff – a teacher of Armenian (employed via charity) and a teacher in the preparatory grade (employed with funding contributed by the urban community).

In May of 1862, the region became home to the Mozdok Uyezd School. The institution was maintained with state subsidies. Table 3 provides data on the school’s teaching staff and student body in the period 1859–1867.

**Table 3.** Mozdok Uyezd School’s Pedagogical Personnel and Student Body in the Period 1859–1867 (*Sbornik statisticheskikh svedenii, 1868: 172*)

Year	Pedagogical personnel		Number of students
	Required on staff	Actually employed	
1859	7	7	143
1860	7	7	143
1861	7	6	148
1862	7	6	138
1863	7	7	128
1864	7	7	126
1865	7	7	166
1866	7	7	149
1867	7	7	153

All in all, there were five uyezd schools in Stavropol Governorate.

The Stavropol St. Aleksandra Female School was subordinate to the Ministry of Public Education, but the administration-and-management side of its operation was handled by the Council of the Stavropol St. Aleksandra Female Benevolent Society, founded by Princess E.K. Vorontsova in 1848. The school opened up in October of 1849. The number of students in the institution would reach 200 females ([Sbornik statisticheskikh svedenii, 1868: 172](#)).

### **Primary education**

At the outset of the early 19<sup>th</sup> century, educational institutions in the North Caucasus were first subordinate to the Kazan Educational District, but on April 20, 1821, the authorities appointed a Director of Caucasus Schools. The first director was E.P. Manassein, an adjunct professor at Kazan University. The second Director of Caucasus Schools was F.I. Sorokin, who concurrently was also Head of the Stavropol Higher Uyezd School (transformed into the Stavropol Gymnasium). From that time and up to 1870, the directors of gymnasia also served as the Directors of Schools in the North Caucasus.

**The region's primary educational institutions were established in several waves. The first wave took place in the period 1839–1851.** In this 13-year timeframe, the region became home to 14 primary schools. **The region's first primary educational institution, the First Novogrigoryevskoye School,** was established in 1839 ([Tvalchrelidze, 1902: 6](#)). In 1840, the region became home to the First Praskoveyevskoye School, in 1841 – the Don-Aleksandrovskoye School, in 1842 – the Novo-Yegorlykskoye School, in 1843 – the Sredne-Yegorlykskoye School, in 1844 – the First Beloglinskoye School, in 1846 – the Johannesburg School, in 1847 – the Ovoshchinskoye School, in 1848 – the Obilenskoye School and the First Soldatsko-Aleksandrovskoye School, in 1849 – the Ladovsko-Balkovskoye School, in 1850 – the First Petrovskoye School, and in 1851 – the Sablinskoye School and the Sergeyevskoye School ([Tvalchrelidze, 1902: 7](#)).

Over the subsequent seven years, no educational institutions were opened in the governorate. Only in 1858 there began the second wave of the establishment of educational institutions in the region. The second wave lasted from 1858 to 1870, with another 17 educational institutions opening up. In 1858, the region became home to the First Medvezhenskoye School, in 1859 – the Vorontsovskoye School and the Sandatovskoye School, in 1860 – the Novo-Dmitriyevskoye School, in 1861 – the Arkhangel'skoye School, in 1863 – the Elisavetinskoye School, in 1864 – the Bogoroditskoye School, the Kugultinskoye School, and the Trukhmenskoye School, in 1865 – the Urazhainskoye School, in 1867 – the Velichayevskoye School, the Kruglolesskoye School, and the Tatarskoye School ([Tvalchrelidze, 1902: 9](#)), in 1868 – the Lopanskoye School, the Novo-Pavlovskoye School, and the Martinfeld Evangelical Lutheran School, and in 1869 – the Dubovskoye School.

With the Caucasian War drawing to an end, the education system in the Caucasus began to take on a more harmonious form, as it was being brought into alignment with the parameters of the **Russian education system. On June 25, 1867, the government issued 'The Statute on Education across the Caucasus'** ([PSZRI, T. LXII. Otd. 1-e. № 44748](#)). This document was to help bring the **region's education policy** in alignment with the all-Russian one, i.e. the one developed by the Ministry of Public Education. On December 9, 1867, the authorities restored the Caucasus Educational District ([Gatagova, 1993: 65](#)), and on January 13, 1868, the post of Trustee of the Caucasus Educational District was reinstated as well ([Modzalevskii, 1880: 60](#)). Secondary educational institutions within the Caucasus Educational District were now reliant upon a single charter for gymnasia and progymnasia under the aegis of the Ministry of Public Education (the Charter of November 19, 1864) and were divided into classic and real gymnasia ([PSZRI, T. XX19th. Otd. 2-e. № 41472](#)). **The region's lower educational institutions were guided by 'The Statute on Primary Public Schools' of July 14, 1864** ([Istoricheskii obzor, 1902: 450](#)).

**One of the key issues in the development of the region's system of primary public education** was a shortage of pedagogical personnel. To this specific end, in 1866 the authorities set up at the first-rate female school (which qualified as a gymnasium) a special pedagogical course. Around the same time, they also permitted females in the Caucasus to teach.

In February of 1870, the authorities introduced the post of Inspector of Public Schools in Stavropol Governorate ([Tvalchrelidze, 1902: 10](#)). From that moment on, even parochial schools would be under the instructor's supervisory control. **In 1870, there began the third wave of the**

establishment of primary educational institutions in the region. It started with a sharp increase in number of educational institutions. Specifically, in 1870 the region became home to as many as 16 educational institutions (the Praskoveiskoye, Aleksandrovskoye, First Bezopasnenskoye, Second Bezopasnenskoye, Ivanovskoye, Kitayevskoye, Letnitskoye, Medvedskoye, Aleksandro-Mariinskoye, Nikolayevskoye, Ninskoye, First Novoselitskoye, Polivyanskoye, Pokoino-Aleksandrovskoye, Aleksandriiskoye, and Podgornenskoye schools). Note that the figure even surpassed the number of schools established in the region over the 13-year period of the first wave.

**In 1870, the region's 36 schools under the aegis of the Ministry of Public Education had a combined enrollment of 984 students, and its 56 parochial schools had a combined enrollment of 922 boys and 133 girls (Tvalchrelidze, 1902: 11).**

**In 1871, the region's primary educational institutions were for the first time divided into several categories, which are as follows: model schools, staff schools, and public non-staff schools. All in all, there were one model, 31 staff, and 20 non-staff schools in the region (Sbornik statisticheskikh svedenii, 1873: 6).** There was only one model school in the governorate – the Praskoveiskoe Primary School, the only state-funded primary school in the region. A staff school was an educational institution that was maintained with funding collected each year from the **region's peasantry. Each staff school received from those funds 250 rubles, of which 160 rubles went toward a teacher's pay, 45 rubles toward rent for the space, 17.5 rubles toward the pay of a nightwatchman, and 27.5 rubles toward the purchase of textbooks (Tvalchrelidze, 1902: 11).**

A non-staff public school was an educational institution set up on the initiative of the region's rural communities and maintained with funding from them. Depending on a community's paying capacity, maintaining a non-staff school cost between 48 and 400 rubles.

In 1871, the governorate now had in place 52 primary educational institutions, after another nine schools had been established in the region (the Kalinovskoye, Kurshavo-Aleksandrovskoye, First Mikhailovskoye, Moskovskoye, Novo-Georgievskoye, First Nogutskoye, Severnoye, First Chernoleskoye, and Beshpagirskoye schools) (Tvalchrelidze, 1902: 14). Out of these 52 schools, only five were housed in a properly equipped space, with the rest housed either in a church gatehouse or in a rented space that was hardly suited for a school. One normally rented a peasant's log cabin, as most rural localities did not have any other buildings that could work for the purpose. As regards school furniture, none of the schools had desks designed properly in terms of hygiene. Some of the schools did not have a full set of furniture in the classroom, with some of the students having to stand in class while the rest were sitting. Certain schools were using plain peasant benches, which had nothing in common with a proper classroom bench. Nevertheless, in 1871 the **situation in the region's public schools was a lot better than in 1870, when there were cases of schoolchildren having to sit on the floor due to the absence of chairs or benches in the classroom.**

**On August 9, 1871, the governorate's administration established at each staff school a warehouse for textbooks and other academic paraphernalia for the purpose of making these items available to the students at affordable prices. The authorities enjoined that 100 rubles be allocated to each school from the remaining funding toward the purchase of books for the fundamental and discipular library sections. This momentous decision by the Stavropol administration would lead to the establishment of school libraries in the region. On the other hand, the region's seven schools that by 1871 already had in place a library were making their library holdings available to the educated portion of the peasant population.**

Based on data for 1871, primary schools in Stavropol Governorate had a workforce of 61 teachers, of which eight were teachers of religion, four were priest teachers, 45 were regular male teachers, and four were regular female teachers (Sbornik statisticheskikh svedenii, 1873: 32). Instruction in most of the schools was not provided by teachers of religion, with Scripture taught by regular male and female teachers. A common issue throughout Russia at the time was staffing the schools with quality teaching personnel, as there were few candidates with a secondary education, with most of these being graduates of uyezd and primary schools.

## **5. Conclusion**

The period 1804–1871 was a time of the making of the system of public education in Stavropol Governorate. It was a complicated process, as there was a war waged in the Caucasus up to 1864 (the Caucasian War of 1817–1864). Nevertheless, by 1871 the governorate became home to an extensive network of educational institutions, which included secondary (two gymnasia), lower

(five uyezd schools and one St. Aleksandra female school), and primary educational institutions (52 primary schools). In addition, a key role in the development of the governorate's system of primary education was played by the Department of Religious Affairs, which ran 56 primary educational institutions in the region.

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