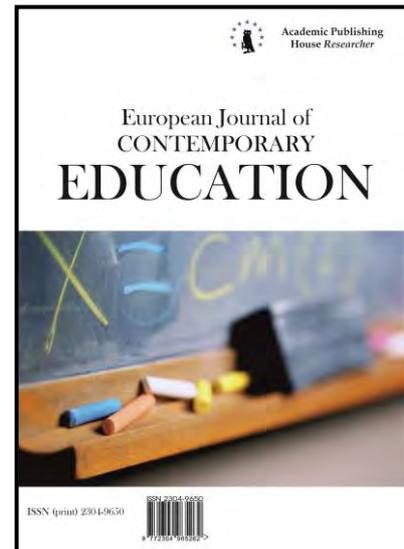




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The System of Public Education in Stavropol Governorate in the Period 1804–1917. Part 3

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Abstract

This work examines the system of public education in Stavropol Governorate in the period 1804–1917. The present part covers the period 1900–1917, with a focus on the regional **characteristics of the development of the governorate’s network of educational institutions.**

The key sources used in putting this work together are the annual Reports on Educational Institutions in the Caucasus Educational District, which provide data on the region’s schools run by the Ministry of Public Education, ‘The Most Faithful Report of the Chief Procurator of the Holy Synod on the Office of the Orthodox Faith’, and a set of documents from the Russian State Historical Archive (Saint Petersburg, Russia). Methodologically, wide use was made of the statistical method to identify a set of distinctive characteristics of the development of the system of public education in Stavropol Governorate in the period 1900–1917.

The authors’ conclusion is that the period between 1900 and 1914 was a time of prosperity for the system of public education in Stavropol Governorate. In this period, the region witnessed an immense increase in the number of secondary, lower, and, especially, primary educational institutions. In large part, this was linked with the activity of the Ministry of Public Education regarding preparation for the introduction of compulsory primary education. This activity resulted in a sharp increase in government spending on education, which would enable establishing multiple new educational institutions and recruiting the required teaching workforce. The timely completion of the project was hindered only by World War I.

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Keywords: Stavropol Governorate, system of public education, period 1804–1917.

1. Introduction

Stavropol Governorate did not exist as an administrative unit at the beginning of the period under review. In the early 19th century, the region formed part of Astrakhan Governorate (the areas where Stavropol Governorate, Terek Oblast, and Kuban Oblast would subsequently be situated). Only in 1847, the region became a separate constituent unit within the Russian Empire – Stavropol Governorate. The present part of the work examines the making of the system of public education in Stavropol Governorate in the period 1900–1917. The previous part covered the period 1804–1900 (Natolochnaya et al., 2020; Natolochnaya et al., 2020a).

2. Materials and methods

The key sources used in putting this work together are the annual Reports on Educational Institutions in the Caucasus Educational District, which provide data on the region's schools run by the Ministry of Public Education, 'The Most Faithful Report of the Chief Procurator of the Holy Synod on the Office of the Orthodox Faith', and a set of documents from the Russian State Historical Archive (Saint Petersburg, Russia).

Methodologically, wide use was made of the statistical method to identify some of the key distinctive characteristics of the development of the system of public education in Stavropol Governorate in the period 1900–1917. 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 Kars Oblast (Magsumov et al., 2020; Magsumov et al., 2020a).

4. Results

In the work’s previous part, it was mentioned that by 1900 Stavropol Governorate became home to an entire network of educational institutions, which was comprised of six gymnasia, three lower uyezd schools, and nearly 1,000 primary educational institutions run by different establishments (Natolochnaya et al., 2020a: 685). The present part of the work provides an insight into the development of the region’s public education system in the period 1900–1917. As in the previous part, the system of public education in Stavropol Governorate will be examined across the three of its key segments – secondary, lower, and primary.

Secondary education

In 1902, the Pyatigorsk Male Progymnasium was transformed into a male gymnasium (Otchet, 1905: 2). That same year, on February 11, Stavropol became home to the region’s first teacher’s seminary (Otchet, 1905: 253). The seminary would serve a very important purpose – providing a teaching workforce for the governorate’s primary schools.

On August 30, 1905, Stavropol became home to the region’s third female gymnasium (Otchet, 1908: 146), and on September 20, 1906, the region became home to a female progymnasium in the city of Georgiyevsk (Otchet, 1908: 147). A few more secondary educational institutions would be opened later on. Specifically, on October 20, 1907, the region became home to a female gymnasium in the city of Kislovodsk (Otchet, 1910: 148). In 1908, Stavropol Governorate became home to two secondary male educational institutions: on July 1, they established a real school in the city of Georgiyevsk (Otchet, 1910: 95), and on October 30, 1908, a male gymnasium was opened in the city of Kislovodsk (Otchet, 1910: 26). On September 1, 1909, the female progymnasium in the city of Georgiyevsk was transformed into a gymnasium (Otchet, 1910: 149). On August 1, 1911, a female progymnasium was opened in Mineralnye Vody (Otchet, 1910: 183). On September 1, 1912, Stavropol became home to the region’s second male gymnasium (Otchet, 1914: 22). Between 1911 and 1912, the region became home to the Petrovsk Male Progymnasium, and a year later – to the Vorontsovo-Alexandrovskaya Male Progymnasium (Otchet, 1914: 22). On June 1, 1912, the region became home to the Petrovsk Female Progymnasium (Otchet, 1914: 204). On August 1, 1912, the Petrovsk Male Progymnasium was transformed into a gymnasium (Otchet, 1915: 42). On July 1, 1913, Stavropol became home to the region’s first teacher’s institute (Otchet, 1914: 154), and that same day the Vorontsovo-Alexandrovskaya Male Progymnasium was transformed into a gymnasium (Otchet, 1915: 42).

Table 1 summarizes the work carried out by the Ministry of Public Education* in terms of the development of secondary education in Stavropol Governorate and displays the number of students in the region’s secondary schools in the period 1900–1913.

Table 1. Number of secondary educational institutions under the Ministry of Public Education in Stavropol Governorate and number of students in them in the period 1900–1913 (Otchet, 1901: 6, 54, 109, 135, 166, 208; Otchet, 1905: 2, 56, 105, 134, 210-211, 274; Otchet, 1908: 8, 78, 126-127, 198; Otchet, 1910: 58-59, 78, 126-127; Otchet, 1912: 4, 80, 178-179; Otchet, 1912: 20, 68, 149, 198-199; Otchet, 1914: 42, 212, 149, 198-199)

Year	Gymnasia		Progymnasia		Real schools	Teachers seminaries and teacher’s institutes	Total	Number of students
	Male	Female	Male	Female				

* During the period under review, Stavropol had in operation one military school as well.

								Boys	Girls	Total
1900	1	3	1	-	1	-	6	1,045	939	1,984
1904	2	3	-	-	1	1	7	1,355	1,613	2,968
1907	2	4	-	1	1	1	9	1,383	1,973	3,356
1909	3	6	-	-	2	1	12	1,654	2,201	3,855
1911	3	6	-	1	2	1	13	1,766	2,538	4,304
1913	4	8	2	1	2	2	15	2,079	3,027	5,106

As evidenced in [Table 1](#), during the period under review the region witnessed a great deal of activity in terms of creation of not just gymnasia and progymnasia but specialized educational institutions for training pedagogical personnel for public schools as well. In addition, in 1904 there **began a trend for the region’s secondary educational institutions to be dominated by female students**. This trend only strengthened by 1913.

Lower education

Lower education in the region was represented by urban schools, tradesman’s specialized schools, and tradesman’s schools.

On October 7, 1901, Stavropol Governorate became home to the Sredni Yegorlyk Lower Tradesman’s School ([Otchet, 1905: 453](#)). A year later, Stavropol Governorate became home to three new urban schools: on September 18 – Medvezhenskoye, on October 13 – Blagodarnenskoye, and on July 1 – Svyatokrestovskoye ([Otchet, 1905: 290-291](#)).

On July 1, 1912, a new urban school was established at the Stavropol Pedagogical Institute. Thus, at that point the governorate had in operation five urban schools ([Otchet, 1914: 342](#)).

In 1913, Stavropol Governorate witnessed the start of the process of transformation of urban schools into higher primary schools. The first school to change its status was the Svyatokrestovsk School ([Otchet, 1914: 338](#)). In 1914, there were now six such schools in the region (Blagodarnenskoye, Medvezhenskoye, Peschanokopskoye, Praskoveiskoye, Svyatokrestovskoye, and Stavropolskoye) ([Otchet, 1915: 472](#)).

[Table 2](#) provides the statistical data on the number of lower educational institutions in Stavropol Governorate in the period 1900–1914.

Table 2. Number of lower educational institutions in Stavropol Governorate and number of students in them in the period 1900–1914 ([Otchet, 1901: 294, 348, 456, 486; Otchet, 1905: 290-291, 356-357, 452, 453, 488-489; Otchet, 1908: 314-315; Otchet, 1910: 314-315; Otchet, 1912: 374, 392-393, Otchet, 1912: 406, 408, 410; Otchet, 1914: 406, 408; Otchet, 1915: 473, 475](#))

Year	Urban schools and higher primary schools	Tradesman’s specialized schools	Tradesman’s schools	Total	Number of students		
					Boys	Girls	Total
1900	1	1	1	3	413	-	413
1904	4	1	2	7	771	-	771
1907	4	N/A*	N/A	4	607	-	607
1909	4	N/A	N/A	4	589	-	589
1911	4	1	2	7	834	-	834

* Data not available

1913	5	N/A	N/A	5	727	-	727
1914	7	N/A	N/A	7	653	184	837

As evidenced in Table 2, in the period 1900–1914 Stavropol Governorate witnessed a sharp increase the number of both lower and secondary educational institutions. This growth was mainly based on the increase in the number of urban schools in the region, which rose from one to seven, or seven times. It is to be noted that the Reports on Educational Institutions in the Caucasus **Educational District for 1907, 1909, 1913, and 1914 provide no information on the region’s tradesman’s specialized and tradesman’s schools, although there were** such educational institutions in operation in the region at the time, which is attested by the data for 1900, 1904, and 1911. This means that between 1900 and 1914 the number of lower educational institutions rose in the region from three to 10, i.e. more than three times. Based on these indirect figures, it may be possible to venture the assertion that the approximate number of students in lower educational institutions in the region at the time ranged between 1,000 and 1,100.

Primary education

The system of primary education in Stavropol Governorate was strongly influenced by what was going on across Russia as a whole, specifically the preparatory work regarding the introduction of compulsory primary education, a process that commenced in 1908. It is to be remembered that **the government’s significant spending on primary education played a crucial role in terms of** making education more accessible to the population. Table 3 provides the data on the number of educational institutions under the Ministry of Public Education and the number of students in them in Stavropol Governorate in the period 1900–1914 (Table 3).

Table 3. Number of primary schools under the Ministry of Public Education in Stavropol Governorate and number of students in them in the period 1900–1914 (Otchet, 1901: 536; Otchet, 1905: 532, 562; Otchet, 1908: 350; Otchet, 1910: 390, 392; Otchet, 1912: 448, 450, 457; Otchet, 1914: 428, 434; Otchet, 1915: 669)

Year	Number of schools	Number of students		
		Boys	Girls	Total
1900	242	10,825	3,116	13,941
1903	286	13,215	3,874	17,089
1904	314	14,549	4,091	18,640
1907	382	16,900	4,863	21,763
1909	389	17,442	5,238	22,680
1911	522	20,102	6,828	26,930
1913	714	22,495	9,073	31,568
1914	636	25,100	10,792	35,892

As evidenced in Table 3, the number of primary educational institutions in the region increased at the time unevenly. Specifically, from 1900 to 1909, the figure increased only 1.5 times, i.e. from 242 to 389. In the period 1910–1913, the figure rose nearly two times, with only World War I reducing it somewhat based on the use of school buildings as hospitals and other facilities required in times of war. Nevertheless, this in no way reflected on the number of students in the **region’s primary schools, which continued to grow even** in 1914. Overall, the number of students in **the region’s primary schools under the Ministry of Public Education rose in the period 1900–1914** nearly three times.

Of significance to the development of the system of primary education in Stavropol Governorate were also its primary schools under the Ecclesiastical Department (Table 4).

Table 4. Primary schools under the Ecclesiastical Department in Stavropol Governorate and number of students in them in the period 1900–1914 (Vsepoddanneishii otchet, 1903: 66-67; Vsepoddanneishii otchet, 1909: 120-121, 128-129; Vsepoddanneishii otchet, 1910: 250-251; Vsepoddanneishii otchet, 1911: 244-245; Vsepoddanneishii otchet, 1913: 112-113; Vsepoddanneishii otchet, 1915: 122-123; Vsepoddanneishii otchet, 1916: 124-125)

Year	Number of schools		Number of students		
	Parochial	Grammar schools	Boys	Girls	Total
1900	386	375	21,834	9,958	31,792
1904	439	336	24,217	12,489	36,706
1907	200	62	9,375	4,313	13,688
1909	252	-	9,053	4,464	13,517
1911	257	1	9,064	4,589	13,653
1913	252	1	8,931	4,820	13,751
1914	252	1	8,641	4,727	13,368

Regarding the data in Table 4, it is to be noted that the data for the years 1900 and 1904 contained in the Chief Procurator’s reports are for the entire Stavropol Diocese, which incorporated not only Stavropol Governorate. Only in 1907 did they begin to include in the reports separate information on Stavropol Governorate, which is what the sharp drop in the number of primary schools in the region and students in them is to be attributed to. The statistical data for the period 1907–1914 clearly indicate that, having reached its peak by 1907, the region’s parochial education sector remained at the peak level until the start of World War I. The authors are of the view that there was a similar situation in the region in the period 1900–1904, although it is definite that the number of grammar schools in the region reached 100 or more.

Table 5 provides the summarized statistical data regarding the development of the system of public education in Stavropol Governorate in the period 1900–1914.

Table 5. Number of educational institutions in Stavropol Governorate and number of students in them in the period 1900–1914 (Otchet, 1905: 514; Vsepoddanneishii otchet, 1909: 120-121)

Year	Secondary		Schools					Number of students
	Schools run by the Ministry of Public Education	Military schools	Lower schools	Primary				
				Schools run by the Ministry of Public Education	Private schools	Parochial schools	Grammar schools	
1900	6	1	3	242	4	Approx. 250		16,338*
1904	7	1	7	314	5	Approx. 250		22,379†
1907	9	1	4	382	N/A	200	62	39,414
1909	12	1	4	389	N/A	252	-	40,641
1911	13	1	7	522	N/A	257	1	45,721
1913	15	1	5	714	N/A	252	1	51,152
1914	15	1	7	636	N/A	252	1	50,097*

The incompleteness of the data provided in Table 5 may be attributed to the fact that these statistics were gathered by different agencies, each of which used their discretion as to which metrics to use. Specifically, from 1907 to 1914 no data whatsoever were published on the region’s

* Add to this approximately 13,000 students in the region’s parochial schools.

† Add to this approximately 13,000 students in the region’s parochial schools.

* Add to this approximately 5,000 students in the region’s secondary educational institutions.

private schools. Nevertheless, it may be asserted that the central role in the development of education in the region was played by the Ministry of Public Education, while the role of the Ecclesiastical Department was confined to the niche that it had occupied since 1900.

As of January 1, 1915, Stavropol Governorate had 119,673 school-age children, with 49,245 of these going to school (RGIA. F. 733. Op. 207. D. 39. L. 2). This is a clear testimony that the region still had a long way to go before it would have a sufficient number of schools in place. Nevertheless, **the scale of the work carried out in terms of the development of the region's education system in the prewar years was quite impressive.** There was hope that all the work associated with the introduction of compulsory primary education would be completed on time, that is by 1918. The only thing that would thwart these plans was World War I.

5. Conclusion

The period between 1900 and 1914 was a time of prosperity for the system of public education in Stavropol Governorate. In this period, the region witnessed an immense increase in the number of secondary, lower, and, especially, primary educational institutions. In large part, this was linked with the activity of the Ministry of Public Education regarding preparation for the introduction of compulsory primary education. This activity resulted in a sharp increase in government spending on education, which would enable establishing multiple new educational institutions and recruiting the required teaching workforce. The timely completion of the project was hindered only by World War I.

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