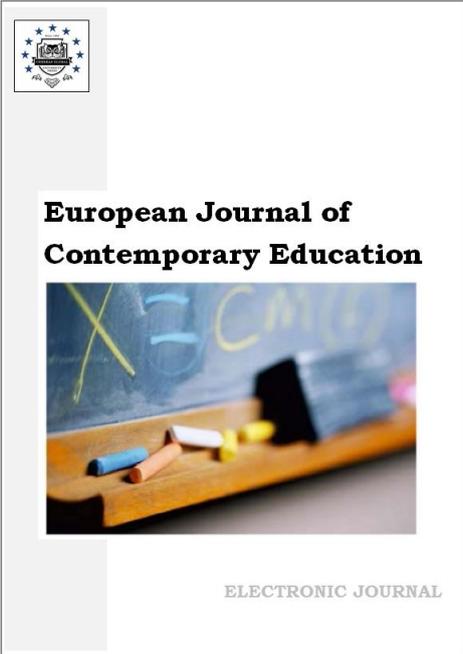




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The System of Public Education in Dagestan Oblast (1860–1917). Part 2

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Abstract

This work explores the system of public education in Dagestan Oblast in the period 1860–1917. The present part of the work examines the period 1884–1900, i.e. from the year the annual reports of the Trustee of the Caucasus Educational District began to be published to the end of the 19th century.

The principal source used in this study is the reports of the Trustee of the Caucasus Educational District released between 1884 and 1900. These collections of statistical information offer a valuable insight into the system of education in Dagestan Oblast in the period through to 1900. Use was also made of certain relevant reference materials.

By 1900, Dagestan Oblast's education sector had a combined enrollment of 1,895 students (an increase of 2.5 times on 1884).

The region's secondary education sector continued to be dominated by ethnic Russian students. By 1900, the region witnessed increased interest in lower education on the part of members of the region's other ethnic groups, and the way in enrollment in primary education began to be led by members of the mountaineer community. This indicates that there was a major shift in the attitude of the local population toward public education.

The number of educational institutions in the region did not increase significantly. The number of secondary educational institutions there remained the same. The number of lower schools increased two times, and the number of primary schools increased 2.5 times. Education became more accessible, with lower education becoming available in the city of Petrovsk and

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primary schools opening up within the agrarian sector. All this facilitated the development of public literacy in multi-ethnic Dagestani society.

Keywords: Dagestan Oblast, Caucasus Educational District, period 1860–1917, history of pedagogy, ethnic composition of the student body

1. Introduction

Dagestan Oblast was established back during the Caucasus War – in 1860. It was situated in the northeastern part of the Caucasus isthmus, north of the Main Caucasian Range. Its capital was Temir-Khan-Shura. Dagestan Oblast was a multi-ethnic region, with the bulk of its population made up of mountaineers and with ethnic Russians accounting for just 5%. This naturally created difficulties in organizing the system of public education in the region, which long remained the most underdeveloped area in the Caucasus. The second part of this work will examine the development of public education in Dagestan Oblast in the period 1884–1900.

2. Materials and methods

The principal source used in this study is the reports of the Trustee of the Caucasus Educational District released between 1884 and 1900. These collections of statistical information offer a valuable insight into the system of education in Dagestan Oblast in the period through to 1900. Use was also made of certain relevant reference materials.

The research reported in this work was conducted with observation of the following major historical research principles: historicism, systematicity, and objectivity. The principle of historicism helped explore the system of public education in Dagestan Oblast in its historical sequence and development. The principle of systematicity helped examine the system of education in the region across the secondary, lower, and primary levels. The principle of objectivity was employed to ensure an unbiased approach in respect of the statistical sources employed and conclusions drawn in the work. Wide use was made of the statistical method to summarize the extensive statistical material on the system of public education in Dagestan Oblast in the period through to 1900. Data were obtained on the size and ethnic composition of the student body, the numbers of educational institutions, and the size of the library stock in the region.

3. Discussion

The historiography dealing with the period 1884–1900 can be divided into works devoted to regions within the Caucasus Educational District and those devoted to other regions of the Russian Empire in the period under review.

The first group, focused on various aspects of the development of the system of public education in the Caucasus in the prerevolutionary period, includes the following body of research: N.A. Shevchenko's 'The Making of the System of Public Education in the Caucasus (1802–1917): Distinctive Features' ([Shevchenko et al., 2016](#)), O.V. Natolochnaya's 'Revisiting the System of Public Education in the Caucasus Educational District in 1848–1917. Part 1' ([Natolochnaya et al., 2021](#)), T.A. Magsumov's study on the system of public education in Kars Oblast ([Magsumov et al., 2020](#)), A.M. Mamadaliev's studies on the system of public education in Tiflis Governorate ([Mamadaliev et al., 2020](#)) and on the pedagogical periodical press in the Caucasus ([Mamadaliev et al., 2022](#)), and K.V. Taran's study on private education in the Caucasus ([Taran et al., 2021](#)).

The second group, focused on various aspects of the development of the prerevolutionary system of public education in other regions of the Russian Empire in the period up to 1900, most notably includes the following body of research: S.I. Degtyarev's study on the system of public education in the Kharkov Educational District ([Degtyarev, Polyakova, 2020](#)), A.Y. Peretyatko's study on the system of public education in the Don region ([Peretyatko, Zulfugarzade, 2017](#)), and A.A. Cherkasov's study on the system of public education in Vologda Governorate ([Cherkasov et al., 2019](#)).

4. Results

For the most part, the system of public education in the Russian Empire was comprised of the following four major levels: higher, secondary, lower, and primary. Note that there were no higher educational institutions in the Caucasus Educational District during the prerevolutionary period. Accordingly, the present work will only focus on the remaining three levels – secondary, lower, and primary.

Secondary education

As at 1884, Dagestan Oblast had two secondary educational institutions – a female progymnasium and a six-grade real school (for boys), with both located in its capital – Temir-Khan-Shura.

On September 1, 1890, the female progymnasium was reorganized from a five-grade educational institution into a six-grade one (Otchet, 1895: № 106), On September 1 1897, the female progymnasium was reorganized into a seven-grade female gymnasium (Otchet, 1899: 166).

Table 1 displays the numbers of secondary educational institutions and students in them in Dagestan Oblast in the period 1884–1900.

Table 1. Numbers of Secondary Educational Institutions under the Purview of the Ministry of Public Education and Students in Them in Dagestan Oblast in the Period 1884–1900 (Otchet, 1885: applications; Otchet, 1886: applications; Otchet, 1887: 4, applications, 168; Otchet, 1890: № 80, 130; Otchet, 1891: № 77, 130; Otchet, 1892: № 51, 80; 106, 130; Otchet, 1893: № 51, 80, 106, 127; Otchet, 1894: № 51, 80, 106, 127; Otchet, 1895: № 51, 80, 106, 130; Otchet, 1896: 51, 80, 106, 130; Otchet, 1897: 109, 138, 166, 214; Otchet, 1899: 109, 138, 166, 208; Otchet, 1900: 109, 138, 166, 214; Otchet, 1901: 109, 138, 166, 214)

Year	Gymnasiums		Progymnasiums		Real schools	Total	Number of students		
	Male	Female	Male	Female			Boys	Girls	Total
1885	-	-	-	1	1	2	310	79	389
1886	-	-	-	1	1	2	286	76	362
1889	-	-	-	1	1	2	246	98	344
1890	-	-	-	1	1	2	264	106	370
1891	-	-	-	1	1	2	282	106	388
1892	-	-	-	1	1	2	276	106	382
1893	-	-	-	1	1	2	288	96	384
1894	-	-	-	1	1	2	286	119	405
1895	-	-	-	1	1	2	282	124	406
1896	-	-	-	1	1	2	311	156	467
1898	-	1	-	-	1	2	312	168	480
1899	-	1	-	-	1	2	313	177	490
1900	-	1	-	-	1	2	359	197	556

As evidenced in Table 1, the size of the student body within the region's secondary education sector increased, despite the fact that the number of secondary educational institutions did not. Specifically, the size of the student body at the six-grade real school surpassed 300 as early as 1896 and by 1900 reached its maximum – 359. As regards female secondary education, the region's capital witnessed a continuous increase in interest in secondary education among its population. This led to the reorganization of the female educational institution from a five-grade school into a seven-grade one and resulted in a twofold increase in the size of the student body.

Let us now examine the ethnic composition of the student body within the region's secondary education sector. As a reminder, in 1884 the real school had the following ethnic makeup: ethnic Russians – 174, Georgians – 17, Armenians – 20, Tatars – four, mountaineers – 48, Jews – 14, and Europeans – nine (Rajović et al., 2022: 660). In 1900, its ethnic makeup was as follows: ethnic Russians – 212, Georgians – six, Armenians – 34, Tatars – nine, mountaineers – 64, Jews – 24,

and members of other ethnic groups – 10 (Otchet, 1901: 138). These data indicate that the ethnic composition of the student body within the region’s secondary education sector did not change much relative to 1884.

Little change was also observed for the social makeup of the real school, where over half of the student body was made up of children of nobles and functionaries (Otchet, 1901: 138).

As regards the female educational institution, in 1884 the progymnasium had the following ethnic makeup: ethnic Russians – 78, Georgians – five, Armenians – three, Tatars – two, Jews – five, Europeans – five, and mountaineers – zero. In 1900, the female gymnasium had the following ethnic makeup: ethnic Russians – 147, Georgians – eight, Armenians – 13, Tatars – three, Jews – 20, Europeans – six, and mountaineers – zero (Otchet, 1901: 214).

Little change was also observed for the social makeup of the school, which continued to be dominated by children of nobles and functionaries (Otchet, 1901: 215).

Thus, to summarize, the region did not witness much change in the ethnic and social composition of the student body at its secondary educational institutions relative to 1884.

Let us now examine the library stock within the region’s secondary education sector at the time. In 1884, the real school in Temir-Khan-Shura had a library stock of 4,006 items in the fundamental library section and 1,176 items in the discipular one (Otchet, 1885: tables). By 1900, the library stock reached 9,106 items in the fundamental library section and 2,188 items in the discipular one (Otchet, 1901: 111). This is a twofold increase over a 16-year period.

In 1884, the female progymnasium in Temir-Khan-Shura had a library stock of 115 items in the fundamental library section and 251 items in the discipular one (Otchet, 1885: tables). By 1900, the figure increased to 250 and 373 items, respectively (Otchet, 1901: 170). There was no sharp increase because students and teachers were allowed to use the library stock of the real school.

Lower education

Prior to 1884, the only lower educational institution in Dagestan Oblast was the urban school in Derbent (established in 1837) (Rajović et al., 2022: 659).

In 1897, Dagestan Oblast became home to another lower educational institution – the urban school in Petrovsk (Otchet, 1899: 295). The demand for lower education in Petrovsk was such that as early as 1898 this urban school had a larger student enrollment than the school in Derbent (Otchet, 1899: 329).

Table 2 displays the numbers of lower educational institutions and students in them in Dagestan Oblast in the period 1884–1900.

Table 2. Numbers of Lower Educational Institutions and Students in Them in Dagestan Oblast in the Period 1884–1900 (Otchet, 1885: applications; Otchet, 1886: applications; Otchet, 1887: 218; Otchet, 1890: № 185, 203; Otchet, 1891: № 184, 202; Otchet, 1892: № 184, 202; Otchet, 1893: № 184, 202; Otchet, 1894: № 184, 202; Otchet, 1895: № 184, 202; Otchet, 1896: 184, 200; Otchet, 1897: 295, 327; Otchet, 1899: 295, 329; Otchet, 1900: 296, 362; Otchet, 1901: 296, 362)

Year	Urban schools	Tradesman’s specialized schools	Mountain schools	Tradesman’s schools	Total	Number of students		
						Boys	Girls	Total
1884	1	-	-	-	1	92	-	92
1885	1	-	-	-	1	114	-	114
1886	1	-	-	-	1	100	-	100
1889	1	-	-	-	1	127	-	127
1890	1	-	-	-	1	121	-	121
1891	1	-	-	-	1	129	-	129
1892	1	-	-	-	1	132	-	132
1893	1	-	-	-	1	135	-	135

1894	1	-	-	-	1	129	-	129
1895	1	-	-	-	1	146	-	146
1896	1	-	-	-	1	152	-	152
1898	2	-	-	-	2	297	-	297
1899	2	-	-	-	2	355	-	355
1900	2	-	-	-	2	413	-	413

As evidenced in [Table 2](#), during the period under review the region witnessed an increase in interest in lower education. Specifically, the student body at the urban school in Derbent increased between 1884 and 1900 from 92 to 161. The rise in the size of the student body at the urban school in Petrovsk was another testimony to the increasing interest in lower education in the region (152 students in 1898, 218 in 1899, and 252 in 1900). Overall, the number of lower educational institutions in the region increased two times, and the size of the student body within this sector rose more than four times. Due to the region's distinctive characteristics, both of its urban schools were attended by boys only.

In terms of ethnic composition, in 1884 the urban school in Derbent had the following ethnic makeup: ethnic Russians – 49 (nearly half of the total student body), Armenians – 31, and Tatars – 12, and members of other ethnic groups – zero ([Rajović et al., 2022: 660](#)). The situation was slightly different in 1900 (the relative shares of Armenian and Tatar students increasing and members of other ethnic groups starting to enroll in the urban school in Derbent): ethnic Russians – 56, Armenians – 42, Tatars – 44, Georgians – one, mountaineers – four, Jews – 10, and Europeans – four ([Otchet, 1901: 362](#)). The school in Petrovsk had the following ethnic makeup: ethnic Russians – 182, Georgians – five, Armenians – 15, Tatars – 11, Jews – 32, Europeans – seven, mountaineers – zero ([Otchet, 1901: 362](#)).

Little change was observed for the sector's social composition, with members of the urban estates accounting for the bulk of the student body both in 1884 and in 1900 ([Otchet, 1901: 363](#)).

Thus, by 1900 the ethnic composition of the student body within the region's lower education sector became more diverse, which indicates an increase in interest in lower education on the part of its multi-ethnic population. By contrast, no major change was observed for the social composition of the student body within the sector, which continued to be dominated by members of the urban estates.

Let us now examine the library stock within the region's lower education sector at the time. In 1884, the urban school in Derbent had a library stock of 1,293 items (1,056 items in the fundamental library section and 237 items in the discipular one) ([Otchet, 1885: tables](#)). By 1900, the school had 1,976 items in the fundamental library section and 732 items in the discipular one. The urban school in Petrovsk had 391 items in the fundamental library section and 218 items in the discipular one ([Otchet, 1901: 300](#)). Thus, the combined library stock within the region's lower education sector was 3,317 items, i.e. an increase of nearly three times on 1884.

Primary education

As at 1884, Dagestan Oblast had just seven primary schools under the purview of the Ministry of Public Education (three rural state-run schools, one urban school, two rural schools run by the Ministry of Public Education, and one school run by a benevolent society) ([Rajović et al., 2022: 659](#)). Two of these schools were two-grade, and five of them were one-grade. Four of them were for boys only, and three of them were for both boys and girls. The region witnessed a continuous increase in primary educational institutions in the period through to 1900.

[Table 3](#) displays the numbers of primary schools under the purview of the Ministry of Public Education and students in them in Dagestan Oblast in the period 1884–1900.

As evidenced in [Table 3](#), the number of primary educational institutions in the region grew quite slowly up to 1898. However, in the last three years of the period under review the figure rose nearly two times – from 10 to 19. The number of students within the sector increased three times in that period.

Table 3. Numbers of Primary Schools under the Purview of the Ministry of Public Education and Students in Them in Dagestan Oblast in the Period 1884–1900 (Otchet, 1885: applications; Otchet, 1886: applications; Otchet, 1887: 272, 296; Otchet, 1890: № 296, 311; Otchet, 1891: № 315, 330; Otchet, 1892: № 317, 332; Otchet, 1893: № 318, 333; Otchet, 1894: № 318, 333; Otchet, 1895: № 318, 333; Otchet, 1896: 476, 506; Otchet, 1897: 506, 536; Otchet, 1899: 486, 516; Otchet, 1900: 536, 566; Otchet, 1901: 536, 566)

Year	Number of schools	Number of students		
		Boys	Girls	Total
1884	7	196	78	274
1885	7	205	103	308
1886	9	232	116	348
1889	10	277	89	366
1890	10	312	92	404
1891	10	335	97	432
1892	10	320	114	434
1893	10	327	96	423
1894	10	371	93	464
1895	10	382	105	487
1896	10	423	119	542
1898	13	406	130	536
1899	17	564	230	794
1900	19	627	254	881

Let us now examine the ethnic composition of the student body within the region's primary education sector. In 1884, it had the following makeup: ethnic Russians – 136, Armenians – 16, Tatars – 13, mountaineers – 70, Jews – 34, and Europeans – five (Rajović et al., 2022: 660). In 1900, there was a change at the top of the list: mountaineers – 418, ethnic Russians – 286, Jews – 82, Armenians – 56, Tatars – 38, and Georgians – six (Otchet, 1901: 566). As can be seen from the statistics, primary education in Dagestan Oblast was making gradual, if slow, progress among the region's mountaineers at the time.

Private education

As at 1884, Dagestan Oblast had only one private educational institution – the mixed primary Jewish school, which had an enrollment of 22 students (18 boys and four girls) (Rajović et al., 2022: 659).

However, private education essentially ceased to be practiced in the region after the above school closed down as early as 1893 (Otchet, 1894: № 310). This state of affairs persisted until 1899, when the region became home to two mixed primary schools (Otchet, 1900: 518).

Table 4. Numbers of Private Educational Institutions and Students in Them in Dagestan Oblast in the Period 1884–1900 (Otchet, 1885: applications; Otchet, 1886: applications; Otchet, 1887: 305, 307; Otchet, 1890: № 288, 292; Otchet, 1891: № 307, 311; Otchet, 1892: № 309, 313; Otchet, 1893: № 310, 314; Otchet, 1894: № 310; Otchet, 1895: № 310; Otchet, 1896: 310; Otchet, 1897: 488; Otchet, 1899: 468; Otchet, 1900: 518, 526; Otchet, 1901: 518, 526)

Year	Number of schools	Number of students		
		Boys	Girls	Total
1884	1	18	4	22
1885	1	20	4	24
1886	1	21	7	28
1889	1	17	8	25
1890	1	19	8	27

1891	1	21	5	26
1892	1	20	4	24
1893	-	-	-	-
1894	-	-	-	-
1895	-	-	-	-
1896	-	-	-	-
1898	-	-	-	-
1899	2	30	23	53
1900	2	22	23	45

As evidenced in [Table 4](#), the sector lacked stability, and its role in the development of the region's education was insignificant. Nevertheless, whereas in 1884 Dagestan Oblast had only one private educational institution (the Jewish primary school), in 1900 it now had two mixed primary schools, which, combined, were attended by 30 ethnic Russians, 10 Armenians, and five Jews ([Otchet, 1901: 528](#)), which indicates that private education in the region became multi-ethnic.

5. Conclusion

By 1900, Dagestan Oblast's education sector had a combined enrollment of 1,895 students (an increase of 2.5 times on 1884).

The region's secondary education sector continued to be dominated by ethnic Russian students. By 1900, the region witnessed increased interest in lower education on the part of members of the region's other ethnic groups, and the way in enrollment in primary education began to be led by members of the mountaineer community. This indicates that there was a major shift in the attitude of the local population toward public education.

The number of educational institutions in the region did not increase significantly. The number of secondary educational institutions there remained the same. The number of lower schools increased two times, and the number of primary schools increased 2.5 times. Education became more accessible, with lower education becoming available in the city of Petrovsk and primary schools opening up within the agrarian sector. All this facilitated the development of public literacy in multi-ethnic Dagestani society.

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