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The History of Education

Public Education System in the Caucasus Region in the 1850s: Unification and Regulation of Educational Process

Timur A. Magsumov^{a, b, *}, Svetlana F. Artemova^c, Oksana V. Ustinova^d, Evgeniya V. Vidishcheva^e

^a International Network Center for Fundamental and Applied Research, Washington, USA

^b Volgograd State University, Volgograd, Russian Federation

^c Penza state university of architecture and construction, Russian Federation

^d Tyumen Industrial University, Tyumen, Russian Federation

^e Sochi state university, Russian Federation

Abstract

This article considers the public education system in the Caucasus region in the 1850s, i.e. at the time when unification and regulation of the educational process was taking place within educational institutions.

Statutory documents describing the public education system in the Caucasus during the middle of the 19th century were used as study materials. For example, such statutory documents include the Provisions on the Caucasus Educational District and, educational institutions reporting to it. In addition, the authors used compilations of published documents as well as specialist literature.

When resolving research tasks, the authors used both general scientific methods (analysis and synthesis, specialization, generalization) and conventional methods of historical analyses. The historical and situational method, which involves studying historic evidence in the context of the surveyed period in conjunction with the neighboring events and facts, is of extreme importance.

In conclusion, the authors note that the Caucasus region in the 1850s underwent educational process unification and regulation. Time of chaotic operations at gymnasiums and secondary schools ended and the population of the region was increasingly understanding the benefits of

* Corresponding author

E-mail addresses: nabonid1@yandex.ru (T.A. Magsumov)

education. As the result, Caucasian schools were becoming increasingly similar to their counterparts in the inland areas of the Russian Empire. Nevertheless, evolution of the public education system in the Caucasus was taking place in view of the ongoing Caucasian War in the region. That is why mosque schools enjoyed a practically autonomous status, for the Russian Administration tried not to provoke the local Muslim population. In addition, the Caucasus region didn't have any mixed schools. That was also a regional feature of this area.

Keywords: public education system, Caucasus, Caucasus Educational District, directorates, the 1850s.

1. Introduction

As is known, the public education system of the Caucasus region in the 19th century underwent the process of its establishing and development. All schools available in the Caucasus region were united into a special school district in 1848, which was called the Caucasus district. This newly established district reported directly to the Sovereign's Vicegerent in the Caucasus region. Temporary Provisions and Staff Chart of the Caucasus School District were also issued in 1848. A number of activities were planned for the three following years to merge educational institutions of the Caucasus District with those of the internal provinces of the Russian Empire.

2. Materials and methods

Statutory documents describing the public education system in the Caucasus of the middle of the 19th century were used as study materials. For example, such statutory documents include the Provisions on the Caucasus Educational District and educational institutions reporting to it. Compilations of published documents ([Complete collection of laws of the Russian Empire](#); [Collection of laws of the Russian Empire](#); [Collection of statistical information, 1869](#)), special literature ([Historical overview, 1902](#); [Materials on history, 1942](#)) were also used in addition.

When resolving research tasks, the authors used both general scientific methods (analysis and synthesis, specialization, generalization) and conventional methods of historical analysis. Historical and situational method, which involves studying historic evidence in the context of the surveyed period in conjunction with the neighboring events and facts, is of extreme importance.

3. Discussion

Proceeding with a historiography review, one should immediately give an explanation that it is not notable for multiplicity in view of the narrow time frame of the study. However, this chronological period was occasionally addressed in the studies on broader topics while studying the national public education system in the Caucasus region and in the Russian Empire in general. The most typical example is the work of N.A. Shevchenko, E.V. Vidishcheva, O.V. Emelyanova The Establishment of the System of Public Education in the Caucasus (1802–1917 years): The Characteristic Features ([Shevchenko et al., 2016](#)). While considering the national public education system, the authors include the period of time that we study, the 1850s, to the second chronological period (1835–1871). As the authors note, it was the time when the Russian Administration first tried to unify and centralize the educational process at schools in the Caucasus region ([Shevchenko et al., 2016: 364, 366](#)).

Legislation of the 1840–1870s in the field of public education in the Caucasus region was considered in the works by Ye.I. Kobakhidze ([Kobakhidze, 2015](#)). The author notes that thanks to the unified public education system in the Caucasus region, a class of local officialdom and commercial establishment was formed within a short period of time ([Kobakhidze, 2015: 88](#)).

The public education system of the Caucasus region in the 1850s is also reflected in other writings. Thus, for example, this topic was considered in a work by L. Modzalevskii who studied the public education history in 1802–1880. ([Modzalevskii, 1880](#)).

4. Results

The Provisions on the Caucasus Educational District and educational institutions reporting to it was approved on October 29, 1853. The Provisions consisted of nine chapters: 1) General rules, 2) On the Caucasus Educational District management, 3) On gymnasiums, 4) On boarding houses at gymnasiums, 5) On higher four-year colleges, 6) On district and county schools, 7) On initial schools, 8) On private boarding schools, private schools and home tutors, 9) Order of employment

and dismissal of the employees and advantages of their service ([Complete collection of laws of the Russian Empire, volume 28. Part 1. No. 27646](#)).

Administratively, the Caucasus Educational District was divided into four directorates: 1) The Tiflis directorate that included schools of Tiflis, Shemakha and Derbent provinces, 2) The Kutaisi directorate that included Kutaisi and Erivan provinces, 3) The Stavropol directorate that included Stavropol province, as well as schools on the right and left flanks and in the center of the Caucasian line 4) Lands of the Black Sea that included lands of the Black Sea Army and the area in the north-eastern part of the Black Sea coastline.

As of 1853, the Caucasus Educational District included the following educational institutions. The Tiflis Directorate:

1. The Tiflis provincial gymnasium with a boarding house;
2. Higher four-year college in Shemakha;
3. Demesnia commercial school in Tiflis
4. District schools in the cities: Gori, Signah, Telave, Elisavetpol, Nukha, Shusha, Baku, Derbent

5. Initial training schools: Dusheti, Tionet, Kuban, Lenkoran.

The Kutaisi Directorate:

1. The Kutaisi provincial gymnasium with a boarding house;
2. District schools in the cities: Akhalykh, Alexandropol, Erivan, Nakhichevan
3. Initial training schools: Ozurgeti (two-class school), Redutkali (two-class school), Kutaisi, Novo-Bayazet, Ordubadi and Racha.

The Stavropol Directorate:

1. The Stavropol provincial gymnasium with a boarding house;
2. District schools in the cities: Stavropol, Kizlyar, Mozdok, Georgievsk and Pyatigorsk.

The Black Sea Army Lands Directorate:

1. The Yekaterinodar military gymnasium with a boarding house,
2. District schools with a boarding house: Poltavskaya, Umansky.
3. District schools: Novorossiysk, Anapa, Yeysk.
4. Initial training schools: Ekaterinodar, Taman, Temryuk, Bryukhovetskaya, Shcherbinovskaya.

It is important to note that the Caucasus Educational District did not include church schools established for the children of the Orthodox and Gregorian-Armenian confessions.

Schools of the Caucasus Linear Cossack Host were also placed under orders of the Caucasus Educational District Administration.

Provisions on the Caucasus Educational District regulated: control procedures of the educational district, purpose and organization of gymnasiums, boarding houses, purpose and organization of higher four-year colleges, purpose and organization of district and county schools, purpose and organization of the initial schools, rules for private boarding schools, private schools and home tutors, as well as the order of employment and dismissal of the employees of the Caucasus Educational District and advantages of their service to the Caucasus school district ([Provisions On The Caucasus Educational District, 1853: 32](#)).

The Caucasus Educational District was managed by an Administrator who at the same time was a member of the Transcaucasian Region Head Department Council. The Administrator had an assistant. A public schools inspector, an architect and the secretariat were reporting to him.

The Administrator also managed a Censorship Committee. The Censorship Committee staff and their responsibilities were defined by the General Censorship Statute rules ([Complete collection of laws of the Russian Empire volume XIV. P. 147](#)).

The Caucasus Educational District Administrator enjoyed all the rights that were assigned to the Administrators of other educational districts. However, he addressed his proposals not to the Public Education Minister, but to the Sovereign's Vicegerent in the Caucasus region. If there was no Administrator, his duties were performed by the assistant.

The Educational District Council rendered substantial assistance to the Administrator. The Council consisted of a Chairman, who served as Administrator, and the Council member: Assistant Administrator, Public Schools Inspector, Principal of the Tiflis province schools and Principals of other provinces' schools of the District, as well as the Black Sea Host Lands representative when they were in Tiflis for official matters. In addition, members of the Council

could include other people who were invited at the discretion of the Administrator. They were becoming full-fledged members after their nomination was approved by the Sovereign's Vicegerent in the Caucasus region.

Gymnasiums were the highest possible form of education in the Caucasus region in the 1850s (Shevchenko et al., 2016: 367). Due to that, gymnasiums were assigned certain duties: conduct training for public service and training of applicants for admission to universities. The total number of schools was four, one school per region. Each of them had an appointed Honorary Trustee. School management relied on the School Principal who had an assistant, i.e. Inspector. Both Principal and Inspector were elected mostly from the people who had a higher education degree. The Inspector was a potential nominee for the Principal's position.

Each gymnasium of the Caucasus Educational District had 7 regular classes and one preparatory class. Regardless of this, special classes could also be established. They were preparing students for the University course.

The Caucasus Educational District gymnasiums admitted children of all individual that had unbound state. Those who wanted to be enrolled to a gymnasium, had to submit their birth and christening certificates as well as their certificate of origin. For Muslims, the birth certificate was replaced by a certificate provided by the local police officers confirming the age of the probationer student. Children of civil officials and army officers submitted statements of service and retirement orders of their fathers.

Students getting enrolled to the gymnasium preparatory class should have been not younger than 8 years old and not older than 12 years old. The 1st grade was for those from 9 to 13 years old, the 2nd grade was for children from 10 to 14 years, the 3rd grade allowed students from 11 to 15, and the 4th grade students had to be aged 12 to 16. Students of grades above the 4th were not admitted to the gymnasiums. Those who exceeded the specified age were allowed to attend the gymnasium classes as non-degree students who reported to the gymnasium administration together with the other gymnasium students. Those students who were leaving gymnasiums were allowed to be enrolled as non-degree student of the grade they had left only.

Each incoming student and non-degree student had to pay an annual fee for the gymnasium: the Stavropol gymnasium charged 5 rubles, and the rest were temporarily charging 3 rubles.

All gymnasiums were teaching the following common subjects:

1. The Orthodox Scripture teachings;
2. The Russian language;
3. Geography;
4. History;
5. Mathematics;
6. Physics;
7. Mathematical and physical geography;
8. Natural history;
9. Calligraphy;
10. Sketching and drawing.

Nevertheless, the teaching process included the regional features. Thus, the Tiflis gymnasium taught: 1. Gregorian-Armenian and Roman Catholic scripture teachings, Moslem law of Omar and Ali, and for the indigenous dweller students there were 2. The Georgian language, 3. The Tatar language and 4. The Armenian language. The Kutaisi gymnasium was teaching courses of the Roman Catholic scripture teachings, the Georgian and Turkish languages. The Stavropol gymnasium had Gregorian-Armenian scripture teachings for Armenians and Moslem law for Moslems, as well as the Tatar, Circassian and Armenian languages. The Ekaterinodar gymnasium taught Moslem law for the Cherkes students, fencing and gymnastics, military science and the Circassian language.

In addition, there were special subjects:

- 1) Russian jurisprudence was taught to those who were getting prepared for public service;
- 2) Those preparing to enter higher and specialized educational institutions had Latin and French (as required);
- 3) Teachers-to-be, apart from foreign languages, also had didactics and pedagogy.

Apart from the subjects mentioned above, other subjects could have been introduced: elementary agriculture, inter-discipline sciences, practical mechanics and chemistry.

Out of the local languages, the following were mandatory: Georgian and Tatar at the Tiflis gymnasium for all students of the first two grades; as for the senior grades, the students could choose one of those languages; at the Stavropol gymnasium the Tatar language was mandatory for all students and Circassian for the students educated and supported by the state* who were staying at the gymnasium boarding house, as well as for the students educated at the expense of the Caucasus Linear Cossack Host; in Kutaisi the Georgian language was mandatory for all students and Turkish had to be taken by the students supported and educated by the state; in Ekaterinodar, Circassian was mandatory for all students. The Armenian language was taught at all gymnasiums where it was supposed to be taught, but it was mandatory for Armenians only.

Teaching at gymnasiums was performed by senior and junior teachers. Their number was determined by the staffing chart. Senior teachers were teachers of: the Russian language, mathematics and physics, history, jurisprudence, as well as: (a) teachers of natural sciences, agriculture and the Latin language at the Tiflis gymnasium; (b) teachers of natural sciences and agriculture at the Ekaterinodar and Kutaisi gymnasiums; (c) teacher of Latin language at the Stavropol gymnasium.

Junior teachers were the teachers of languages and sciences. Teachers of art and preparatory classes were not considered junior teachers.

4 lessons were held daily from 8am to 2pm according to the schedule. Training course in the Caucasus Educational District gymnasiums began on the 1st of January. Annual tests were taking place from the 15th of November to the 23rd of December. Summer vacations† started from the 1st of July to the 15th of August for the Stavropol gymnasium, and from the 1st of July to the 1st of September for the Ekaterinodar and Transcaucasian gymnasiums.

Schools with boarding houses and noble pensions constituted an important part of school education. Every gymnasium had such boarding houses or noble pensions. Boarding houses and noble pensions were intended to provide free education for the children of the upper class who were unable to pay the tuition fee due to their poverty.

The number of such students was different in every gymnasium: in Tiflis there were 120 students, in Kutaisi and Ekaterinodar there were 120 students in each gymnasium, while in Stavropol they were 182. Out of these students, the following number were being educated and supported by the state: 65 students at the Tiflis pension (30 of whom were merited princes and noblemen of the Tiflis province, 20 decorated Russian officials, mainly gentlemen by birth, living or deceased in the Caucasus, and 15 children of honored upper class Moslems and Armenian meliks‡); at the Kutaisi pension there were 60 students (35 of whom were the children of princes and noblemen of the Kutaisi province, 10 children of the Mingrel princes and noblemen, 5 children from the Abkhazian§ and other tribes and 10 children of decorated Russian officials, also mainly gentlemen by birth, residing or dead on duty in the Caucasus); at the Stavropol pension there were 142 students (30 of whom were children of local Russian noblemen and officials, 65 children of honorable mountain dwellers of the Caucasian line, princes, uzdens and 47 children of the Caucasus Linear Cossack Host officers; the latter were supported by the Host's payments), and at the Ekaterinodar pension there were 35 students from children of the Circassian tribes honorable persons, 25 students educated and supported completely by the state and 35 students with partial state support out of the children of officers and officials of the Black Sea Cossack Host; the latter 60 students were supported by the host's payments. Half-state students were those who received a decreased amount, namely 50 rubles per each student; parents of these students were obliged to pay 40 rubles annually for their uniforms. The remaining vacant places in the pensions were occupied by students consisting of the children of upper class natives paying their own expenses, children of Russian officials and children of hereditary honorary citizens.

* Students educated and supported by the state – within a period from the 17th century to the first half of the 19th century this was the term for students of certain educational institutions educated and supported completely at the state's expense (compared to the students paying their own expenses).

† Vacation is a synonym for recess, i.e. time when there are no classes.

‡ Melik is a title of a reigning feudal lord.

§ Vacant places assigned to the Mingrel and Abkhazian princes and noblemen could only be occupied at the discretion of the lords of Mingrelia and Abkhazia.

Admission age to the noble pensions at the Caucasus Educational District gymnasiums was defined to be at least 9 years old and no older than 15 years, namely, one could enroll to the gymnasium preparatory class until they are 11 years old. The 1st grade was for children not older than 12, the 2nd grade was for the children not older than 13, the 3rd grade was for the children not older than 14, the 4th grade was for the children not older than 15; those who exceeded the age of 15 were excluded from the nominees list.

An important function of promoting public education in places where there were no gymnasiums was performed by the higher four-year colleges. Such colleges also had boarding houses. There was one single such college in the Caucasus region. It was located in the principal city of the province, Shemakha.

The Shemakha four-year college had a boarding house for 50 students. 25 out of them were permanently supported by the state (20 children came from the families of the Moslem upper class and 5 of them were the children of the decorated Russian officials). Other vacant places were occupied by the students paying their own expenses.

An honorary trustee was in charge of supervising the college. Honorary trustees of the higher four-year colleges were appointed from the upper or noble class. Those willing to be appointed to this title committed to contribute a certain amount to the good of the college, no less than 700 rubles.

The higher four-year college reported directly to the Colleges Directorate.

Higher four-year colleges accepted children of all classes. No fees were required from the students. No special knowledge was required to enroll in the preparatory class. Each student paying their own expenses at the Shemakha pension paid 90 rubles. Moreover, when enrolling, the 30-ruble one-time fee was payable for the possessions to be used.

The college consisted of 4 regular grades and one preparatory class. The curriculum included the following subjects:

1. The Orthodox and Gregorian-Armenian Scripture teachings, articles of faith of their religion for Muslims and reading of the Quran,
2. The Russian language,
3. Geography,
4. History,
5. Mathematics,
6. Natural history,
7. Jurisprudence,
8. The Tatar language,
9. the Armenian language for students of the Armenian origin
10. Calligraphy and technical drawing ([Provisions on the Caucasus Educational District, 1853: 50](#)).

The four-year college training course started on the 1st of January, just like at the Caucasus District gymnasiums. Vacation time was from the 1st of July to the 1st of September.

District and county schools of the Caucasus Educational District were one step down. They were in charge of the students' moral training and over the long term they trained teachers for initial and private schools.

District and county schools were managed by a full-time supervisor who was elected from among the teachers who were dedicated to their service, had impeccable conduct and knowledge. Honorary supervisors were also appointed to supervise the district and county schools, as well as the parish and private educational institutions, regardless of the full-time supervisors.

Honorary supervisors were appointed from civilian and military officials serving in the district, or from the noblemen, as well as from all persons of unbound state, known to the school administration. Those willing to be appointed to this position had to contribute a certain amount to the good of the college, no less than 500 rubles.

District and county schools of the Caucasus Educational District consisted of a preparatory class and two district-level classes; the third district-level class could have been established in case of additional financing.

Each district school had a number of teachers implied by the staffing chart. Clergy members were appointed as the Orthodox and Gregorian-Armenian catechists by the county supervisor.

District and county schools taught the following subjects:

1. Scripture teachings, i.e., prayers, a short catechism and a short sacred history;
2. The Russian language and Russian grammar;
3. A local language;
4. Arithmetic;
5. Brief geography, universal and Russian;
6. Brief history of the world, Russian and local history;

7. The initial concepts of geometry, i.e. explanation of lines, planes and objects and their essential properties, and drawing geometric objects freehand;

8. Calligraphy ([Provisions on the Caucasus Educational District, 1853: 53](#)).

Apart from the above mentioned subjects, the schools where most of the students belonged to the class of gentlemen by birth or personal nobility, also taught: 9. Forms of proceedings and judicial order with practical exercises and 10. Accounting.

Moslem students studied their faith with the school Mohammedan teacher of religion who also taught the Tatar language.

The Georgian language was considered the local language in the Tiflis province. Local language of other districts of the Transcaucasian region and the Stavropol province was Tatar.

Learning the local language was compulsory for all students of the district schools; the Armenian language, on the opposite, was taught where it was supposed to be taught, to the Armenians only.

The school course was biennial for each of the two higher grades; however, there were one-year courses for each grade upon opening of the 3rd district grade.

School started on the 1st of January. Vacation time depended on the specific regional peculiarities: in Elisavetpol, Erivan and Nakhichevan vacations lasted from the 15th of June to the 15th of September. As for the Stavropol Directorate colleges, vacation time was from the 1st of July to the 15th of August. The rest of the district were on vacation from the 1st of July to the 1st of September.

No fee was charged for the district and county schooling. No basic knowledge was required to be enrolled in the preparatory class.

The Poltavskaya and Umansky county schools had to have pensions for 20 students each, who were recruited from the children of the Black Sea Cossack Army officers. Orphans and unprivileged children constituted the majority of the pensions' students.

The county school pension admission age was limited to no younger than 8 and no older than 13 years.

The Poltavskaya county school, on top of the military students, had to accept 10 pensioners from Circassian tribes. Their tuition was paid for by the state. Apart from that, if there was room, pensions could accept students from the field officers children paying their own expenses at the rate of 90 rubles per year.

As for initial schools, these were being established as and when necessary with the permission of the Sovereign's Vicegerent in the Caucasus region. These schools, located on the lands of the Black Sea Army were supported at the expense of the military contributions; in other areas of the Caucasus and Transcaucasian regions they were supported by the communities for which these schools were established. An exception was made for the Racha district of the Kutaisi province, where the state supported schools in the following cities: Kutaisi, Redut-Kale, Ozurgeti, Dusheti, Kuba, Lenkoran, Ordubad, Novo-Bayazet and the village of Tionet of the Tushino-Pshavo-Khevsursky county. Students of the latter school, up to 25 in number, children of the Tushin, Pshav and Khevsur elders, were supported annually with financial resources and food supplies.

Initial schools accepted male children of all social classes no younger than 8 years old. It was strictly prohibited to have children of different genders at the same school.

Those entering initial schools were required neither tuition fees nor basic knowledge.

Initial schools were divided into two types: one-grade and two-grade schools. Two-grade schools allowed establishing of the special sciences courses.

The curriculum included the following subjects:

1) Scripture teachings of the religion practiced by the residents of the settlement; 2) Russian writing and reading, practical knowledge of the Russian everyday language; 3) writing and reading in a local language; 4) four main arithmetic operations ([Provisions On the Caucasus Educational District, 1853: 59](#)). These subjects were fixed and later on they were included into the Provisions On Public Schools dated May 25, 1874, with the only addition, that apart from these subjects liturgical chanting could be introduced where it was feasible ([Izvestiya Dumy News Of The Duma, 1874: 1234](#)).

The two-grade initial schools also had the following subjects added: brief catechism and brief scripture history, brief Russian grammar. As for arithmetic, there were common fractions and operations with them. Students were also taught calligraphy.

Special courses of the two-grade schools taught: common knowledge of agriculture and horticulture where the population consisted of agricultural workers, and keeping the merchant books envisaged by law where the population was involved in trade; moreover, it was allowed to teach a language of the community for which this school was established.

Teaching Scripture and the local language at the initial schools provided that the population was Christian, was carried out by the local parish priests, while the Moslem population was taught by the local mullahs. Both priests and mullahs were to be approved by the county trustee upon the school principal's recommendation.

The initial school teachers were elected mainly from persons who had completed a gymnasium course, or at least a course at district schools. Military residents were preferably appointed to these positions in the lands of the Black Sea Army.

Time during which the studying process was supposed to take place had been determined with regard to climatic and other regional factors. The same referred to the vacation time. School year began with on the 1st of January.

Supervision over the schools located within the Black Sea Cossack Army lands was confided to a supervisor out of retired Army officers; other initial schools of the Caucasus Educational District had the Russian language teachers as supervisors.

An honored guardian was appointed to every school to render assistance to the school administration. This staffing had to be approved by the Sovereign's Vicegerent in the Caucasus region.

Financial resources were allocated to support the Orthodox church schools in several areas of the district. This referred to the existing and newly established schools in Ossetia, Samurzakan and Svanetia. It is important to note that all such schools, which had been allocated public funds, were under the supervision of the Schools Board of Directors.

Schools that existed at the roman Catholic churches in the cities of the Caucasus and Transcaucasian regions were considered to belong to the initial schools. They taught all subjects assigned to these schools. These schools were reporting to the gymnasium principals if there was a gymnasium in the cities where they were established. In other cities they were reporting to the local in-house supervisors; the closest supervision over these schools was confided to a priest of that church at which this school was established.

Teachers of these schools were being elected school principals out of those students who completed the gymnasium sciences course and belonged to the Roman Catholic religion. They were getting salaries of 200 rubles per year from the temporalities or from the congregation's contribution.

A few words must be said about schools at mosques. Such schools enjoyed special rules. The school principals could only request, through the local authorities, annual information on the number of such schools, names of the mullahs teaching there and the number of students. The mosque schools could be transferred into a category of initial schools with the permission of the Sovereign's Vicegerent in the Caucasus region upon request of the residents and with financial means provided by them.

Completing the review of the Caucasus public education system, private educational and training institutions should be mentioned. Private educational and training institutions established within the Caucasus Educational District for male children were of two types: 1) private pensions* and 2) private pensions at the state educational establishments†. Private educational institutions for female children in the Caucasus Educational District could only be of the first kind.

Opening of private pensions was allowed in accordance with the existing rules. Private pensions at the state schools were allowed to be kept by the people of high moral standing. District school teachers were allowed to keep private pensions at the state schools henceforth until a special order.

* Private pensions were institutions where students either resided or were attending them to receive education in those academic subjects that were approved by the program.

† Students resided in the pensions under the supervision of boarding landlords and room guards. The latter accompanied them to the classes of those schools where they were studying.

Teachers at private pensions had to be those persons who had the right to teach. Pension keepers had to inform their superiors in charge of the pension supervision on the teachers' appointment and replacement every time.

Among private schools there were initial schools that were established by private individuals for the children of both genders in the cities and villages to teach spelling, local languages and prayers of their faith. Children of different genders were not allowed to attend the same school, as in public schools.

All private educational institutions, as well as schools were under direct supervision of the school principals in the cities of Tiflis, Kutaisi, Stavropol and Ekaterinodar. In-house supervisors had this duty in other locations.

In order to cover as many students as possible, the Caucasus Educational District Administration was training a certain number of home teachers out of the students educated and supported by the state who completed a course of special gymnasium classes. Home teachers graduating from special gymnasium classes were obliged to remain in this position for at least 6 years. Throughout this whole period of time, home teachers educated in the special classes were under special patronage of the Caucasus Educational District Administration, which was watching over them them guided by the rules, adopted by the administration of the institutions under the supreme patronage of Her Majesty the Empress, when admitting impoverished female students, who completed their education in these institutions, to positions at private homes ([Provisions On the Caucasus Educational District, 1853: 67](#)).

5. Conclusion

In summarizing, it is important to note that unification and regulation of educational process was taking place in the Caucasus region in the 1850s. The time of chaotic operations at gymnasiums and secondary schools ended, the population of the region was increasingly understanding the benefits of education. As the result, Caucasian schools were becoming increasingly similar to their counterparts in the inland areas of the Russian Empire. Nevertheless, evolution of the public education system in the Caucasus was taking place in view of the ongoing Caucasian War in the region. That is why mosque schools enjoyed a practically autonomous status, since the Russian Administration tried not to provoke the local Muslim population. In addition, the Caucasus region didn't have any mixed schools. This was also a regional feature of this area.

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