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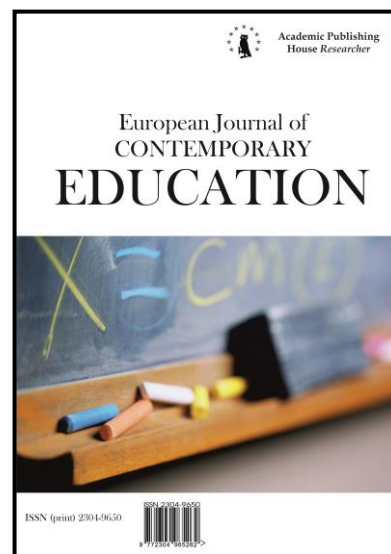
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## **The System of Public Education in Baku Governorate in the Period between the Second Half of the 19<sup>th</sup> Century and the Early 20<sup>th</sup> Century. Part 2**

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### **Abstract**

This work analyzes the system of public education in Baku Governorate in the period between the second half of the 19<sup>th</sup> century and the early 20<sup>th</sup> century. This part of the work examines the timeframe 1900–1917.

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 under the purview of the Ministry of Public Education, and a set of related documents from the Russian State Historical Archive (Saint Petersburg, Russian Federation).

Wide use was made of the statistical method. The authors researched the reports for statistical data on the following: the types of the region's educational institutions, the number of schools in the region, the region's library holdings, and the region's student body (information related to student demographics, including ethnicity, religion, social estate, and gender). The use of the statistical method helped identify some of the key distinctive characteristics of the development of the system of public education in Baku Governorate in the period 1900–1917.

The authors' conclusion is that the system of public education in Baku Governorate had markedly distinct characteristics. A large segment of the region's population was Muslims. Most members of this community preferred their children only to receive an ecclesiastical education, with it being discouraged that school be attended by girls. With the Baku Directorate for Public Schools tasked with the job of altering the community's attitude toward secular education,

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the efforts did overall bring some fruition by 1914. More specifically, starting in 1900, the total number of educational institutions in the region rose 3.2 times, and its student body increased 3 times. The numbers of Orthodox Christian students and Muslim students in its primary schools virtually evened up – a testimony to most Muslim parents in the area coming to realize the importance of mainstream education for their children. However, there was a holdover that strongly persisted – it being discouraged that girls attend school.

**Keywords:** Baku Governorate, system of public education, period between the second half of the 19<sup>th</sup> century and the early 20<sup>th</sup> century, Ministry of Public Education.

### **1. Introduction**

In 1846, the Caucasus Viceroyalty was divided into the Shamakhi, Tiflis, Kutais, and Derbent governorates (Mil'man, 1966: 133). However, in 1859 the capital of Shamakhi Governorate, Shamakhi, was destroyed by a devastating earthquake. The capital was moved to Baku, and the governorate was renamed Baku Governorate. As other regions of the Caucasus, Baku Governorate had a motley population. As of 1886, the region had a population of 712,000, of which 377,000 were Azerbaijanis (approx. 53 %), 134,000 – Tats (19 %), 57,000 – Dagestanis (8 %), and 50,000 – Talyshes (7%), with ethnic Russians placed fifth – 42,000 (6 %), followed by Armenians – 39,000 (5.5 %). In large part, the region's demographic circumstances are what determined the complexity of organizing its system of public education.

This part of the work examines the development of the system of public education in Baku Governorate in the period 1900–1917.

### **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 under the purview of the Ministry of Public Education, and a set of related documents from the Russian State Historical Archive (Saint Petersburg, Russian Federation).

Wide use was made of the statistical method. The authors researched the reports for statistical data on the following: the types of the region's educational institutions, the number of schools in the region, the region's library holdings, and the region's student body (information related to student demographics, including ethnicity, religion, social estate, and gender). The use of the statistical method helped identify some of the key distinctive characteristics of the development of the system of public education in Baku Governorate in the period 1900–1917.

### **3. Discussion**

In his work on the system of public education in Kars Oblast, scholar T.A. Magsumov notes the following: “Up to now, the system of public education in Kars Oblast in the period 1878–1917 has not been the subject of independent research. What is more, the topic has not been touched upon in research publications even incidentally” (Magsumov et al., 2020: 222). This statement holds true for Baku Governorate too. Nevertheless, there are several summarizing works on the system of public education in other regions of the Caucasus, including Kuban Oblast (Molchanova et al., 2019; Molchanova et al., 2019a; Molchanova et al., 2020), Stavropol Governorate (Natolochnaya et al., 2020; Natolochnaya et al., 2020a; Natolochnaya et al., 2020b), Black Sea Governorate (Cherkasov et al., 2020; Cherkasov et al., 2020a), and Kutais Governorate (Mamadaliyev et al., 2021; Mamadaliyev et al., 2021a).

In addition, in recent years researchers have expressed keen interest in the study of the system of public education in various governorates within the Russian Empire. Specifically, 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); A.Yu. Peretyat'ko has researched a similar subject in the context of the Don region (Peretyatko, Zulfugarzade, 2017; Peretyatko, Zulfugarzade, 2017a; Peretyatko, Zulfugarzade, 2019; Peretyatko, Zulfugarzade, 2019a); O.V. Natolochnaya has investigated the system of public education in Vilna Governorate (Natolochnaya et al., 2019; Natolochnaya et al., 2019a).

#### 4. Results

By 1900, Baku Governorate had in place an entire network of public and private educational institutions, which included six gymnasia, seven lower educational institutions, and 113 primary schools (Magsumov et al., 2021: 543).

##### Secondary education

The process of establishment of new secondary educational institutions in Baku Governorate continued into the 20<sup>th</sup> century. This was associated with Baku's male gymnasium being full to capacity. In 1904, it had an enrollment of more than 1,300 students (Otchet, 1905: 56). To help resolve this issue, an additional school was opened up in Baku – a male progymnasium (established October 22, 1902) (Otchet, 1905: 2).

However, the male gymnasium continued to be overfilled in subsequent years. Specifically, in 1907 the gymnasium had an enrollment of more than 1,400 students, while between 1908 and 1909 the figure held at 1,200. In an attempt to resolve this issue, the Baku Directorate for Public Schools turned the male progymnasium into what would become the region's second male gymnasium; it also established another, the region's third, male gymnasium. These events took place on July 1, 1910 (Otchet, 1911: 26).

In addition, on September 13, 1903, Baku became home to another female gymnasium – Second Baku Female Gymnasium (Otchet, 1905: 162), with the total number of female gymnasia in the city reaching three (First Baku Female Gymnasium, Second Baku Female Gymnasium, and St. Nina's Gymnasium for Girls).

There were changes within other areas of the region as well. Specifically, on October 24, 1906, the governorate became home to Shamakhi Real School (Otchet, 1908: 92), and on August 1, 1910, Lankaran Male Progymnasium was established (Otchet, 1911: 27).

As the number of children with a primary education grew in the region, it became home to new secondary educational institutions. Specifically, on February 4, 1913, Lankaran became home to a female progymnasium (Otchet, 1914: 204), and on September 11 that same year, Third Baku Female Gymnasium was established (Otchet, 1915: 302).

With World War I already in progress, on September 22, 1914, Lankaran Male Progymnasium was reorganized into a male gymnasium (Otchet, 1915: 40). Thus, Baku Governorate now had four male gymnasia in operation.

Table 1 displays the numbers of secondary educational institutions and students in them in Baku Governorate in the period 1900–1914.

**Table 1.** Numbers of Secondary Educational Institutions and Students in Them in Baku Governorate in the Period 1900–1914 (Otchet, 1901: 60, 138, 214-215; Otchet, 1905: 2, 56, 105, 134, 210-211; Otchet, 1908: 27, 78, 120-122; Otchet, 1909: 2, 8, 80, 182-183; Otchet, 1910: 8, 80, 128-129; Otchet, 1911: 8, 26, 27, 80, 192-193; Otchet, 1912: 8, 26, 27, 80, 162-163; Otchet, 1913: 8, 68, 151; Otchet, 1914: 8, 68, 177, 179; Otchet, 1915: 8, 12, 126, 262, 266)

Year	Number of educational institutions					Number of students		
	Gymnasia		Progymnasia		Real schools	Boys	Girls	Total
	Male	Female	Male	Female				
1900	1	2	-	-	1	1,777	1,172	2,949
1904	1	3	1	-	1	2,281	1,705	3,986
1907	1	3	1	-	2	2,799	1,765	4,564
1908	1	3	1	-	2	2,602	1,743	4,345
1909	1	3	1	-	2	2,589	1,730	4,319
1910	3	3	1	-	2	2,654	1,806	4,460
1911	3	3	1	-	2	2,678	1,849	4,527

1912	3	3	1	-	2	2,709	1,898	4,607
1913	3	4	1	1	2	2,726	2,241	4,967
1914	4	4	-	1	2	2,693	2,495	5,188

As evidenced in [Table 1](#), during the period under examination, the number of educational institutions grew from four to 11, while the number of students increased just 1.75 times. This was due to the region’s educational institutions being overfilled in 1900 and a large number of newly established educational institutions being in operation in 1914. A significant achievement of the governorate’s secondary education system was that secondary education became accessible to children in its peripheral areas as well. Of interest is also the fact that, whereas in 1900 the gender balance was 40 % female and 60 % male, in 1914 the figure was now approximately 50 % and 50 %.

Note that during the period under examination, information on the ethnic composition of the student body across the region’s secondary educational institutions was mainly published in an incomplete and sporadic fashion. [Table 2](#) displays most of the data available in this respect.

**Table 2.** Distribution of Students in Secondary Educational Institutions in Baku Governorate by Ethnicity in the Period 1900–1909 ([Otchet, 1901: 60, 138, 214-215; Otchet, 1905: 56, 134, 210-211; Otchet, 1909: 182-183; Otchet, 1910: 114, 180-181](#))

Year	Ethnic Russians	Georgians	Armenians	Tatars	Mountaineers	Jews	Other ethnicities (Europeans)	Total
1900	1,152	75	1,140	132	12	282	163	2,949
1904	1,377	113	1,665	158	12	440	221	3,986
1908	858	34	429	25	1		396	1,743*
1909	845	44	404	28	2		407	1,730†

As evidenced in [Table 2](#), there was a gender imbalance in the region at the time in terms of ethnicity. In 1904, the total number of Armenians in its secondary educational institutions was even greater than that of ethnic Russians. However, in 1908 and in 1909, when information was available only on female students, this ratio changed sharply. This circumstance indicates a gender balance among Russians in the region’s secondary educational institutions and a significant imbalance among Armenians in them.

[Table 3](#) illustrates the distribution of students in the region’s secondary educational institutions by faith at the time.

**Table 3.** Distribution of Students in Secondary Educational Institutions in Baku Governorate by Faith in the Period 1900–1914 ([Otchet, 1901: 61, 138, 214-215; Otchet, 1905: 57, 134, 210-211; Otchet, 1908: 8, 78, 126-127; Otchet, 1909: 8, 80, 182-183; Otchet, 1910: 8, 80, 128-129; Otchet, 1911: 8, 80, 192-193; Otchet, 1912: 8, 80, 162-163; Otchet, 1913: 8, 68, 151; Otchet, 1914: 8, 68, 177, 179; Otchet, 1915: 12, 126, 262, 266](#))

Year	Orthodox Christians	Armenian Gregorian Christians	Catholics	Protestants	Jews	Muslims	Other faiths	Total
1900	1,213	1,095	58	158	276	130	17	2,949
1904	1,615	1,465	73	212	427	167	27	3,986
1907	1,710	1,394	114	243	619	474	10	4,564

\* Data available only for girls (female gymnasium students)

† Data available only for girls (female gymnasium students)

1908	1,666	1,264	126	267	536	481	5	4,345
1909	1,702	1,337	91	221	496	472	0	4,319
1910	1,739	1,250	112	279	533	488	2	4,503
1911	1,856	1,282	104	245	532	479	29	4,527
1912	1,902	1,285	116	270	536	490	8	4,607
1913	2,067	1,448	168	163	575	504	42	4,967
1914	2,144	1,546	120	239	603	514	22	5,188

As evidenced in [Table 3](#), Christian students in secondary educational institutions in Baku Governorate numbered 4,049 in 1914, their number increasing 1.6 times starting in 1900. The number of Jewish students rose in the same period 2.2 times, and the number of Muslim students grew 3.6 times. Receiving a secondary education was rare among Muslim girls. Specifically, in 1900, there were just seven girls among 130 Muslim students; in 1904, the figure was nine. In 1907, the region witnessed a more than threefold increase in the number of Muslims in its secondary educational institutions – from 130 in 1900 to 474 in 1907, with the number of girls increasing too – to 19. In the period 1908–1911, the number of Muslim female students ranged from 25 to 33, and in the period 1912–1914 it ranged from 40 to 50. Thus, between 1913 and 1914, girls accounted for around 8–10% of the Muslim student body across the region’s secondary educational institutions.

[Table 4](#) illustrates the composition of the student body across Baku Governorate’s secondary educational institutions at the time in terms of estate.

**Table 4.** Distribution of Students in Secondary Educational Institutions in Baku Governorate by Estate in the Period 1900–1914 ([Otchet, 1901: 61, 138, 214-215; Otchet, 1905: 57, 134, 210-211; Otchet, 1908: 9, 79, 126-127; Otchet, 1909: 9, 81, 182-183; Otchet, 1910: 9, 81, 128-129; Otchet, 1911: 9, 81, 192-193; Otchet, 1912: 8, 81, 162-163; Otchet, 1913: 9, 69, 151; Otchet, 1914: 9, 69, 177, 179; Otchet, 1915: 13, 127, 263, 267](#))

Year	Nobles*	Persons of ecclesiastical status	Distinguished citizens and merchants of the first guild	Members of other urban estates	Peasants	Members of the lower ranks and Cossacks	Foreigners and others	Total
1900	978	72	164	1,419	258	69	39	2,949
1904	945	79	323	2,062	465	76	36	3,986
1907	1,014	75	317	2,420	581	68	89	4,564
1908	979	74	390	2,115	652	86	49	4,345
1909	949	69	324	2,211	668	62	34	4,319
1910	946	68	289	2,211	787	57	102	4,503
1911	1,036	78	305	2,045	928	37	98	4,527
1912	1,058	85	328	2,258	786	30	59	4,607
1913	1,080	74	375	2,248	1,022	17	151	4,967
1914	1,106	69	487	2,314	858	28	326	5,188

As evidenced in [Table 4](#), the period 1900–1914 witnessed a significant increase in the number of peasants in the region’s secondary educational institutions (3.3 times). Just like before, the way was led by members of the urban estates, their number growing 1.6 times, followed by children of nobles and functionaries, their number growing insignificantly – from 978 to 1,106, i.e. 1.1 times. There was a threefold increase in the number of children of distinguished citizens and merchants

\* As used herein, the term ‘nobles’ means hereditary nobles, personal nobles, and functionaries.

(from 164 to 487) and an eightfold increase in the number of children of foreigners (their number was insignificant, so it could not have a tangible effect on the demographic situation in the region). The number of children of persons of ecclesiastical status remained pretty much the same. The only group that posted a decline in its size was children of members of the lower ranks and Cossacks – an almost threefold decline. Thus, in the period 1900–1914, the number of students in secondary educational institutions grew mainly thanks to children of peasants and members of the urban estates (*petit bourgeois*).

Traditionally, major significance was attached at the time to out-of-classroom learning, with libraries and their accessibility for students being particularly important. Most secondary and lower educational institutions at the time had the following two separate library sections in place – fundamental (for teachers) and discipular (for students).

In 1900, secondary educational institutions in Baku Governorate had the following library stock (shown as divided into items in the fundamental and discipular library sections, respectively): Baku Male Gymnasium – 4,566 and 3,077 items ([Otchet, 1901: 8](#)); Baku Real School – 4,057 and 1,820 items ([Otchet, 1901: 111](#)); Baku Female Gymnasium – 4,119 and 3,568 items ([Otchet, 1901: 170](#)); St. Nina's Gymnasium for Girls – 702 items in the fundamental section (it had no discipular section at that time) ([Otchet, 1901: 170](#)). Thus, in 1900, the total library stock across the region's secondary educational institutions reached 21,909 items, an increase of more than 5 times.

By 1914, secondary educational institutions in Baku Governorate had the following library stock (shown as divided into items in the fundamental and discipular library sections, respectively): First Baku Male Gymnasium – 10,037 and 3,805 items; Second Baku Male Gymnasium – 1,410 and 2,684 items; Third Baku Male Gymnasium – 895 and 2,714 items; Lankaran Male Gymnasium – 1,145 and 1,156 items ([Otchet, 1915: 44](#)); Baku Real School – 6,690 and 6,588 items; Shamakhi Real School – 1,016 and 1,777 items ([Otchet, 1915: 142](#)); First Baku Female Gymnasium – 8,513 and 7,229 items; Second Baku Female Gymnasium – 2,016 and 1,937 items; Third Baku Female Gymnasium – 77 and 645 items; St. Nina's Gymnasium for Girls – 2,992 and 3,571 items ([Otchet, 1915: 314](#)); Lankaran Female Gymnasium – 250 and 154 items ([Otchet, 1915: 318](#)). Thus, in 1914, the total library stock across the region's secondary educational institutions was 67,301 items, i.e. more than 3 times the figure for 1900.

### **Lower education**

Lower education in Russia was represented at the time by urban schools, mountain schools, female Mariinsky schools\*, and industrial schools.

In the early 20<sup>th</sup> century, Baku Governorate witnessed a rapid development of its lower education system, with lower education being available and accessible to both residents of the governorate's capital and those of peripheral areas. Specifically, on September 1, 1901, Shamakhi Urban School was reorganized into a four-year school. In addition, On July 1, 1904, the governorate became home to Lankaran Urban School, and on October 1, 1904, Sabunchi School was established ([Otchet, 1905: 293](#)). On September 1, 1908, the region became home to Quba Urban School ([Otchet, 1909: 294](#)). On September 1, 1911, Baku became home to its third urban school, which had to do with its two urban schools in operation at the time being overfilled ([Otchet, 1912: 320](#)).

In 1912, with the start of the new school year, the Caucasus became home to its first five higher (six-year) primary schools. One of these schools was established on October 1, 1912, in Baku ([Otchet, 1913: 274](#)).

On September 1, 1914, Baku became home to the governorate's first female higher primary school, while the higher primary school, established in 1912, was reorganized into its first male higher primary school. In addition, in 1914, the Lankaran, Quba, and Shamakhi urban schools were reorganized into higher primary schools ([Otchet, 1915: 522](#)).

In the latter stages of the period, Baku Technical School was turned into a secondary educational institution.

**Table 5** illustrates the development of lower educational institutions in Baku Governorate and their student body at the time.

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\* Female educational institutions under the purview of the widowed Empress Maria Fedorovna. There were no Mariinsky schools in Baku Governorate.

**Table 5.** Number of Lower Educational Institutions in Baku Governorate in the Period 1900–1914 (Otchet, 1901: 296, 362, 456, 492; Otchet, 1905: 293, 359, 451-452, 488-489; Otchet, 1908: 237, 364, 399; Otchet, 1909: 234, 272, 411; Otchet, 1910: 232, 298, 409; Otchet, 1911: 126, 298, 409; Otchet, 1912: 126, 298, 395; Otchet, 1913: 128, 258, 350-351; Otchet, 1914: 128, 316, 318, 442; Otchet, 1915: 186, 486, 488, 494, 522, 524, 530, 698)

Year	Number of educational institutions				Number of students*
	Higher primary schools	Urban schools	Tradesman's specialized schools (lower technical schools)	Tradesman's schools	
1900	-	3	1	1	1,058
1904	-	5	1	1	1,274
1907	-	5	1	1	1,685
1908	-	6	1	1	1,756
1909	-	6	1	1	1,828
1910	-	6	1	1	1,945
1911	-	7	1	1	2,277
1912	1	7	1	1	2,512
1913	1	7	1	1	2,779
1914	5	4	1	1	2,978

Traditionally, lower educational institutions in the region were mainly attended by boys only. In the period 1900–1914, the number of students in them rose nearly 3 times, while the number of lower educational institutions in the region increased more than 2 times. In addition, the region witnessed a qualitative change in its lower education system, with six-year primary educational institutions being introduced; by contrast, in 1900, all of the region's lower educational institutions were four-year.

Of interest is the ethnic composition of the student body across the region's lower educational institutions at the time. However, only limited data are available in this respect (Table 6).

**Table 6.** Distribution of Students in Lower Educational Institutions in Baku Governorate by Ethnicity in the Period 1900–1904 (Otchet, 1901: 362, 492; Otchet, 1905: 359, 488-489)

Year	Ethnic Russians	Georgians	Armenians	Tatars	Mountaineers	Jews	Other ethnicities	Total
1900	308	11	332	319	15	51	27	1,058
1904	430	18	265	475	7	50	29	1,274

As evidenced in Table 6, in 1900, the bulk of the student body across lower educational institutions in Baku Governorate were Armenians, followed by Tatars, and then ethnic Russians. In 1904, the way was now led by Tatars, followed by Russians, and then Armenians, with the numbers of members of other ethnic groups remaining pretty much the same.

Table 7 illustrates the composition of the student body across the region's lower educational institutions at the time in terms of faith.

\* All the students were boys.

**Table 7.** Distribution of Students in Lower Educational Institutions in Baku Governorate by Faith in the Period 1900–1914 (Otchet, 1901: 363, 493; Otchet, 1905: 359, 488-489; Otchet, 1908: 237, 364, 399; Otchet, 1909: 234, 272, 411; Otchet, 1910: 232, 298, 409; Otchet, 1911: 126, 298, 409; Otchet, 1912: 126, 298, 395; Otchet, 1913: 128, 258, 350; Otchet, 1914: 128, 316, 318, 442; Otchet, 1915: 186, 486, 488, 494, 698)

Year	Orthodox Christians	Armenian Gregorian Christians	Catholics	Protestants	Jews	Muslims	Other faiths (schismatics)	Total
1900	281	304	9	37	51	334	43	1,058
1904	395	247	14	20	50	493	55	1,274
1907	693	227	18	78	82	574	13	1,685
1908	598	247	20	88	83	696	24	1,756
1909	724	253	19	78	76	650	28	1,828
1910	819	261	22	112	130	591	10	1,945
1911	971	309	19	134	143	680	21	2,277
1912	1,110	379	23	192	168	629	11	2,512
1913	1,264	397	37	186	186	694	15	2,779
1914	1,418	394	27	182	194	743	20	2,978

As evidenced in Table 7, there was a sharp, fivefold, increase in the number of Orthodox Christian students in the region's lower educational institutions at the time. A similar increase was posted by Protestant and Catholic students, but their numbers were insignificant. An increase of nearly 4 times was posted by Jewish students, while the number of Muslim students grew 2.2 times. At the same time, the numbers of Armenian students and students from among members of other faiths remained unchanged.

Table 8 illustrates the distribution of the student body across the region's lower educational institutions at the time by estate.

**Table 8.** Distribution of Students in Lower Educational Institutions in Baku Governorate by Estate in the Period 1900–1914 (Otchet, 1901: 363, 493; Otchet, 1905: 359, 488-489; Otchet, 1908: 237, 364, 399; Otchet, 1909: 234, 272, 411; Otchet, 1910: 232, 298, 409; Otchet, 1911: 126, 298, 409; Otchet, 1912: 126, 298, 395; Otchet, 1913: 129, 259, 351; Otchet, 1914: 129, 317, 319, 443; Otchet, 1915: 187, 487, 489, 699)

Year	Nobles	Persons of ecclesiastical status	Distinguished citizens and merchants of the first guild	Members of other urban estates	Peasants	Members of the lower ranks and Cossacks	Foreigners and others	Total
1900	93	39	17	563	241	95	10	1,058
1904	101	37	23	656	404	44	9	1,274
1907	107	50	163	603	744	11	7	1,685
1908	95	31	176	684	733	14	23	1,756
1909	101	22	234	680	760	12	19	1,828
1910	128	33	224	651	853	23	33	1,945
1911	87	47	171	853	1,072	25	22	2,277



1912	139	50	244	659	1,378	26	16	2,512
1913	134	27	134	892	1,555	30	7	2,779
1914	126	47	123	979	1,658	24	21	2,978

As evidenced in [Table 8](#), the period 1900–1914 witnessed significant gains in the number of peasants attending public school in the region. Specifically, in that period, the number of peasants in the region’s lower educational institutions increased nearly 7 times! There, also, was an increase of 7 times in the number of student children of distinguished citizens and merchants, but their numbers were insignificant. There was an increase of 1.7 times in the number of students from among members of the urban estates. The rest of the estate groups posted only slight changes. The number of student children of members of the lower ranks and Cossacks declined several times, just as was the case with members of this group in the region’s secondary educational institutions.

In 1900, the region’s lower educational institutions had the following library stock (shown as divided into items in the fundamental and discipular library sections, respectively): First Baku Urban School – 1,066 and 2,006 items; Second Baku Urban School – 58 and 487 items; Shamakhi Urban School – 2,434 and 802 items ([Otchet, 1901: 300](#)); Baku Lower Technical School – 373 and 587 items. The lower tradesman’s school at the technical school did not have a library of its own at the time ([Otchet, 1901: 458](#)). Thus, in 1900, the total library stock across the region’s lower educational institutions was 7,813 items.

In 1914, the region’s lower educational institutions had the following library stock (shown as divided into items in the fundamental and discipular library sections, respectively): Baku Technical School – 1,069 and 3,482 items ([Otchet, 1915: 196](#)); First Baku Male Higher Primary School – 170 and 425 items; First Baku Female Higher Primary School did not have a library of its own; Quba Higher Primary School – 1,028 and 1,112 items; Lankaran Higher Primary School – 2,165 and 2,496 items ([Otchet, 1915: 532](#)); Shamakhi Higher Primary School – 4,671 and 1,675 items ([Otchet, 1915: 534](#)); First Baku Urban School – 2,685 and 5,709 items; Second Baku Urban School – 1,276 and 1,468 items; Third Baku Urban School – 537 and 1,585 items; Sabunchi Urban School – 1,504 and 1,086 items ([Otchet, 1915: 540](#)). Thus, by 1914 the total library stock across the region’s lower educational institutions was 32,821 items, i.e. more than 4 times the figure for 1900.

### Primary education

The network of primary educational institutions in the region was represented at the time by private, ministerial (schools under the purview of the Ministry of Public Education, including zemstvo and community schools), and parochial schools.

### Private primary schools

As already mentioned in the work’s previous part, Baku Governorate had a unique system of private education. By 1900, the governorate had in operation two female gymnasia, two lower male schools, one female lower school, and 32 primary schools (nine male, six female, and 17 mixed) ([Otchet, 1901: 518](#)). The region’s private educational institutions had a combined enrollment of 2,432 students ([Otchet, 1901: 528](#)). In this case, it is not possible to divide the student body across levels of education, as in the Reports on Educational Institutions in the Caucasus Educational District the data on the entire student body across the region’s private educational institutions are provided in a single consolidated table.

In 1904, the governorate had in operation the following private educational institutions: one female gymnasium, one lower female school, seven male primary schools, four female primary schools, and five mixed primary schools ([Otchet, 1905: 514](#)). The combined enrollment was 1,072 (528 boys and 544 girls) ([Otchet, 1905: 524](#)). In numbers of private educational institutions and students in them, the governorate ranked third in the Caucasus, behind the Tiflis and Kutais governorates.

By January 1, 1908, the governorate had in operation seven private educational institutions (one gymnasium, one lower educational institution, and five primary schools), with a combined enrollment of 201 boys and 499 girls ([Otchet, 1908: 454](#)). The governorate ranked fifth in number of private educational institutions.

By January 1, 1909, the number of private educational institutions in the region dropped further – to just seven schools (one gymnasium, two lower schools, and four primary schools), with a combined enrollment of 967 (278 boys and 689 girls) (Otchet, 1909: 466; Otchet, 1910: 464).

By January 1, 1910, the region's private education system remained stagnant, with its private gymnasium, unable to compete with its public educational institutions, closing down. However, there were increases in the number of lower educational institutions in the region (from one to three) and that of primary schools (from four to five). The total size of the student body declined more than 2 times – to 425 (319 boys and 106 girls) (Otchet, 1910: 464). By January 1, 1911, the number of private educational institutions in the region remained unchanged, with only the size of the student body increasing – to 567 (487 boys and 80 girls) (Otchet, 1911: 464). The number of private educational institutions remained unchanged by January 1, 1913, too (Otchet, 1913: 392). In 1913, the number of private educational institutions in the region declined by one (a lower school); it had in operation two lower and six primary schools; the size of the student body declined by 200 (from 671 to 471), totaling 341 boys and 130 girls (Otchet, 1914: 486-487).

### Ministerial schools

As already noted previously, the first school in the territory of the future Baku Governorate that would subsequently be under the purview of the Department of Public Education was opened back during the Caucasian War of 1817–1864 (Otchet, 1890: № 299).

Table 9 illustrates the development of the network of primary education institutions in Baku Governorate in the period 1900–1914.

**Table 9.** Distribution of Primary Schools under the Ministry of Public Education in Baku Governorate in the Period 1900–1914 (Otchet, 1901: 536-537, 566; Otchet, 1905: 532-533, 562; Otchet, 1908: 352, 358; Otchet, 1909: 394, 400; Otchet, 1910: 392, 398; Otchet, 1911: 392, 398; Otchet, 1912: 450, 456; Otchet, 1913: 336, 343; Otchet, 1914: 428, 434-435; Otchet, 1915: 672, 683)

Year	Two-grade schools			One-grade schools			Total schools	Number of students		
	Male	Female	Mixed	Male	Female	Mixed		Boys	Girls	Total
1900	4	1	3	36	5	32	81	3,786	1,321	5,107
1904	3	1	4	41	9	62	120	6,529	3,348	9,877
1907	3	1	-	33	7	56	105	7,195	3,675	10,870
1908	2	2	7	30	5	66	112	7,734	4,065	11,799
1909	2	2	9	35	8	81	137	8,588	4,814	13,402
1910	3	2	7	43	10	82	147	9,574	5,429	15,003
1911	4	4	7	64	12	101	192	12,224	6,376	18,600
1912	4	3	8	77	10	111	213	13,787	6,518	20,305
1913	3	5	8	130	12	145	303	15,917	8,150	24,067
1914	2	4	13	132	11	215	377	17,890	9,033	26,923

As evidenced in Table 9, between 1900 and 1914, i.e. over just a 14-year period, the number of primary educational institutions in the region grew 4.6 times, and their combined student body increased 5.2 times! The changes were both quantitative and qualitative. Specifically, whereas in 1900 the region had in operation eight two-grade schools, the figure now was 19 in 1914. Of special note is the increase in the number of mixed educational institutions in the region. Specifically, in 1900, there were more male than mixed educational institutions in the region (40 male and 35 mixed), but it was the other way round in 1914 (228 mixed and 134 male). The student body changed gender-wise too – in 1900, girls accounted for 25.9 % of the total student body, and the figure now was 33.5 % in 1914.

Table 10 illustrates the ethnic composition of the student body across the region's primary schools at the time (only limited data are available).

**Table 10.** Distribution of Students in Primary Schools in Baku Governorate by Ethnicity in the Period 1900–1914 (Otchet, 1901: 572; Otchet, 1910: 400; Otchet, 1913: 343; Otchet, 1915: 683)

Year	Ethnic Russians	Georgians	Armenians	Tatars	Mountaineers	Jews	Other ethnicities	Total
1900	2,163	19	1,331	1,239	61	137	157	5,107
1909	7,475	118	2,367	3,050	10		382	13,402
1912	9,385	37	3,348	6,695	-		840	20,305
1914	10,126	132	3,731	9,160	1,523		2,251	26,923

As evidenced in Table 10, the student body across Baku Governorate's primary schools was dominated in 1900 by ethnic Russians, followed by Armenians, and then Tatars. During the period under examination, the number of ethnic Russian children attending primary school in the region increased 4.7 times, and the number of their Armenian counterparts rose 2.8 times, with the largest increase posted by mountaineers and Tatars. Specifically, the number of mountaineer students attending primary school in the region rose 25 times! This was a turning period for the mountaineer segment of the student body, with education becoming quite a common thing in mountaineer villages. At the same time, the number of Tatar students going to primary school rose 7.4 times, with this group almost overtaking ethnic Russians in absolute terms.

Table 11 illustrates the composition of the student body across the region's primary schools at the time in terms of faith. Note that the first value in the table indicates the number of boys, and the second one does the number of girls. No division of this kind was possible for 1900.

**Table 11.** Distribution of Students in Primary Schools in Baku Governorate by Faith in the Period 1900–1914 (Otchet, 1901: 573; Otchet, 1908: 352; Otchet, 1909: 394; Otchet, 1910: 392; Otchet, 1911: 392; Otchet, 1912: 460; Otchet, 1913: 336-337; Otchet, 1914: 428-429; Otchet, 1915: 672-673)

Year	Orthodox Christians	Armenian Gregorian Christians	Catholics	Protestants	Jews	Muslims	Other faiths	Total
1900	1,241	1,270	6	212	137	1,300	941	5,107
1907	2,521/2,240	1,035/549	72/53	1,105/584	57/105	2,319/101	86/43	10,870
1908	2,584/2,399	1,271/731	55/43	1,079/604	70/104	2,553/122	122/62	11,799
1909	2,911/2,702	1,449/918	50/53	1,166/702	97/99	2,802/248	113/92	13,402
1910	3,151/2,939	1,563/1,067	54/65	1,338/805	118/117	3,236/359	114/77	15,003
1911	3,559/3,400	1,708/1,198	65/81	1,367/944	139/171	5,292/481	94/101	18,600
1912	4,003/3,326	1,955/1,393	50/108	1,320/733	164/132	6,095/600	197/226	20,305
1913	4,707/4,465	2,057/1,559	87/102	1,567/1035	218/190	7,193/695	88/104	24,067
1914	5,111/5,147	2,062/1,669	78/104	1,415/874	632/477	8,493/667	99/95	26,923

As evidenced in Table 11, in the period 1900–1914, the number of Orthodox Christian students in the region's primary schools rose 8.2 times; the number of Muslim students rose 8.4 times; the number of Armenian Gregorian students rose 2.9 times; the number of Jews rose 8.1 times. Of note is the gender imbalance in the region's primary schools at the time. The most harmonious performance in this respect was posted by Orthodox Christians (50 % and 50 %) and Catholics, whose girls even outnumbered boys starting in 1909. Among the region's Armenian Gregorian student body, girls accounted for 45 %, its Protestant student body – 40 %, and its

Jewish students body – 43 %, with the lowest figure posted by its Muslim student body (4.2 % in 1907 and 7.3 % in 1914).

**Parochial schools**

In the late 19<sup>th</sup> century, Orthodox Christian parochial schools were not common in Baku Governorate, where the majority of the population was Muslim. Specifically, in 1884, there were no parochial schools in the region, while in 1889 it had only one parochial school in operation (Otchet, 1890: № 319). However, the situation changed by 1914, with the governorate becoming home to 28 parochial schools with a combined enrollment of 1,366 students (823 boys and 543 girls) (Vsepoddanneishii otchet, 1916: 124-125).

Table 12 illustrates the accomplishments of the system of public education in Baku Governorate in the period 1900–1914.

**Table 12.** Baku Governorate’s Public Education System in the Period 1900–1914 (Otchet, 1901: 526)

Year	Schools under the Ministry of Public Education (MPE)							Students		
	Secondary		Lower		Primary		Total	Boys	Girls	Total
	MPE-run	Private	MPE-run	Private	MPE-run	Private				
1900	4	2	4	3	81	32	126	7,891	3,655	11,546
1904	6	1	7	1	120	16	151	10,612	5,597	16,209
1907	7	1	7	1	105	5	140	11,880	5,939	17,819
1908	7	1	8	2	112	4	134	12,370	6,497	18,867
1909	7	-	8	3	137	5	160	13,324	6,650	19,974
1910	9	-	8	3	147	5	172	14,660	7,315	21,975
1911	9	-	9	2	192	4	216	17,643	8,265	25,908
1912	9	-	10	3	213	5	240	19,566	8,486	28,052
1913	11	-	10	3	303	6	333	21,990	9,494	32,484
1914	11	-	11	2	377	6	407	23,823	11,655	35,478

As evidenced in Table 12, in the 14-year period from 1900 to 1914, the number of educational institutions in Baku Governorate rose 3.2 times, with the number of students growing 3 times (boys – 3 times; girls – 3.2 times). The largest increase was observed in the number of the region’s primary educational institutions (4.6 times), which was associated with the implementation of the country’s compulsory primary education program.

The statistical data below will illustrate how fruitful the efforts of the Baku Directorate for Public Schools were for that period. On January 1, 1915, Baku Governorate had 94,917 children of school age, with 25,642 of those attending primary school (RGIA. F. 733. Op. 207. D. 39. L. 2). However, taking into account the student body in the region’s secondary, lower, private, and parochial educational institutions, the figure was much greater. This clearly indicates that the region was still quite far from having a sufficient number of schools in place. Nevertheless, the scale of the effort put in during the prewar years was impressive, and there was hope that the work on instituting compulsory primary education would be completed as planned, i.e. by 1918. However, this was only hindered by World War I.

**5. Conclusion**

The system of public education in Baku Governorate had markedly distinct characteristics. A large segment of the region's population was Muslims. Most members of this community preferred their children only to receive an ecclesiastical education, with it being discouraged that school be attended by girls. With the Baku Directorate for Public Schools tasked with the job of

altering the community's attitude toward secular education, the efforts did overall bring some fruition by 1914. More specifically, starting in 1900, the total number of educational institutions in the region rose 3.2 times, and its student body increased 3 times. The numbers of Orthodox Christian students and Muslim students in its primary schools virtually evened up – a testimony to most Muslim parents in the area coming to realize the importance of mainstream education for their children. However, there was a holdover that strongly persisted – it being discouraged that girls attend school.

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