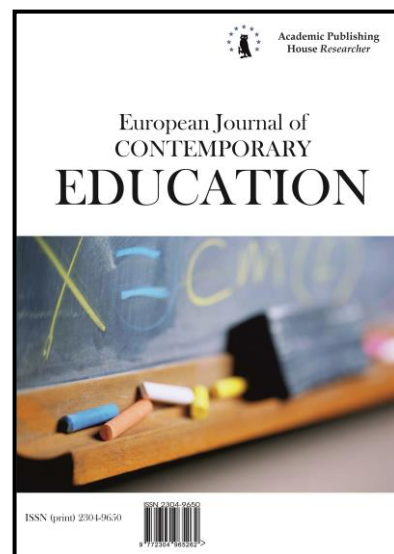




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Published in the Slovak Republic
European Journal of Contemporary Education
E-ISSN 2305-6746
2021, 10(1): 211-218
DOI: 10.13187/ejced.2021.1.211
www.ejournal1.com

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The System of Public Education in Terek Oblast in the Period 1860–1917. Part 2

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Abstract

This work examines the system of public education in Terek Oblast in the period 1860–1917. The present part covers the period 1901–1917.

The key source used in putting this work together is the annual Reports on Educational Institutions in the Caucasus Educational District, which provide data on the region's schools run by the Ministry of Public Education. Methodologically, wide use was made of the statistical method to identify a set of distinctive characteristics of the development of the system of public education in Terek Oblast in the period. To achieve the study's objectives, use was also made of general research methods such as analysis and synthesis, concretization, and summarization. Of special mention is the use in this study of the historical-situational method.

The authors' conclusion is that between 1900 and 1917 the system of public education in Terek Oblast was in a period of dynamic development. The number of ministerial educational institutions in the region rose 3.3 times, from 182 to 609. Secondary educational institutions abounded in towns and large populated localities across the region. At the same time, there was a sharp increase in the quality and number of lower educational institutions, some of which were reorganized from four-year urban schools into six-year higher primary schools. The region became home to a teacher's seminary and a teacher's institute, as facilities for the training of teachers. By the

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start of World War I, school was attended in Terek Oblast by nearly 55 % of all its school-age children, which, given the large number of mountaineers in the region, was quite a substantial figure.

Keywords: public education, Terek Oblast, period 1860–1917, Caucasus Educational District, Russian Empire.

1. Introduction

Terek Oblast was established in 1860, the year following the capture of Imam Shamil and the end of the Caucasian War. As of 1883, Terek Oblast was composed of six towns (Vladikavkaz, Pyatigorsk, Georgiyevsk, Mozdok, Grozny, and Kizlyar). The region was divided into the following eight okrugs: Vladikavkaz, Nalchik, Pyatigorsk, Grozny, Kizlyar, Khasavyurt, Vedenov, and Argun). The mountaineers accounted for 62 % of the region's population (approx. 392,000), the Cossacks – 21 % (approx. 136,000), and representatives of other social groups – 15 % (approx. 96,000) ([Spisok naseleennykh mest..., 1885: I-II](#)). In the period under review, along with the development of its system of civil administration, the region also witnessed the rapid development of its system of public education, which by the year 1900 numbered 182 educational institutions across the three major levels – secondary, lower, and primary. The present part of the work reviews the development of the system of public education in Terek Oblast in the period 1901–1917.

2. Materials and methods

The key source used in putting this work together is the annual Reports on Educational Institutions in the Caucasus Educational District, which provide data on the region's schools run by the Ministry of Public Education ([Otchet, 1901](#); [Otchet, 1905](#); [Otchet, 1908](#); [Otchet, 1909](#); [Otchet, 1910](#); [Otchet, 1911](#); [Otchet, 1912](#); [Otchet, 1913](#); [Otchet, 1914](#); [Otchet, 1915](#)). Use was also made of documents from the Russian State Historical Archive (Saint Petersburg, Russia).

Methodologically, wide use was made of the statistical method to identify a set of distinctive characteristics of the development of the system of public education in Terek Oblast in the period 1901–1917. To achieve the study's objectives, use was also made of general research methods such as analysis and synthesis, concretization, and summarization. The use of the analysis method helped establish that the Ministry of Public Education did not factor in the data on the region's schools under the Ecclesiastical Department when drawing up the statistics on school-age children in all educational institutions in the region. Of special mention is the use in this study of the historical-situational method.

3. Discussion

When it comes to the extent to which the issue has been investigated, it is to be noted straightaway that during the period under review Terek Oblast was part of the Caucasus Educational District. At different times, the Caucasus Educational District has been the subject of research more than once. For instance, an attempt to investigate the history of public education in the Caucasus was made in 2016 by N.A. Shevchenko ([Shevchenko et al., 2016](#)). T.A. Magsumov has explored a similar subject, with a focus on the 1850s ([Magsumov et al., 2018](#)). O.V. Natolochnaya has investigated the operation of mountain schools in the Caucasus and the system of public education in Stavropol Governorate ([Natolochnaya et al., 2018](#); [Natolochnaya et al., 2018a](#)). The above-mentioned T.A. Magsumov has explored the system of public education in Kars Oblast ([Magsumov et al., 2020](#); [Magsumov et al., 2020a](#)), and V.S. Molchanova has researched the system of public education in Kuban Oblast ([Molchanova et al., 2019](#); [Molchanova et al., 2019a](#); [Molchanova et al., 2020](#)). A.A. Cherkasov has investigated similar processes in Black Sea Governorate ([Cherkasov et al., 2020](#)), and A.A. Mamadaliev – in Tiflis Governorate ([Magsumov et al., 2020](#); [Magsumov et al., 2020a](#)). Thus, in recent years researchers have expressed keen interest in investigating the development of the system of public education in the Caucasus, with the filling in of gaps in the study of this process helping obtain an integrated picture of public education in the pre-revolution Caucasus.

4. Results

As in other regions of the Russian Empire, the system of public education in Terek Oblast was divided into the following three key levels: secondary, lower, and primary.

Secondary education

Secondary education in Terek Oblast was represented by male and female gymnasia and progymnasia, as well as real schools for boys. The region entered the year 1900 with three secondary educational institutions for boys and as many for girls (Cherkasov et al., 2020b: 965).

As early as 1902, on December 20, the town of Grozny became home to a female progymnasium. The institution was transformed into a female gymnasium as early as 1905 (Otchet, 1915: 304).

On July 1, 1904, Grozny became home to a real school as well (Otchet, 1915: 140)

On September 5, 1905, Vladikavkaz became home to a female progymnasium, which on August 20, 1912, was reorganized into Vladikavkaz's second female gymnasium (Otchet, 1915: 304).

In 1905, Pyatigorsk's male progymnasium was reorganized into a male gymnasium (Otchet, 1915: 40).

On August 20, 1906, the town of Georgiyevsk became home to a female progymnasium, which on September 1, 1909, was reorganized into a gymnasium (Otchet, 1915: 304).

In 1908, the government began to put into effect its program for the introduction of compulsory primary education. This provided a significant spur to the process of creation of both primary and secondary educational institutions, including institutions focused on the training of primary school teachers.

Specifically, on July 1, 1908, the town of Georgiyevsk became home to a real school (Otchet, 1915: 140), and as early as July 6, 1908, Vladikavkaz became home to its second real school (Otchet, 1915: 140).

On July 1, 1909, the town of Mozdok also became home to a real school (Otchet, 1915: 140).

On September 27, 1910, Terek Oblast became home to its first teacher's seminary (Otchet, 1915: 224).

On August 1, 1911, a female progymnasium opened up in Mineralnye Vody as well. It was reorganized into a female gymnasium on July 1, 1913 (Otchet, 1915: 304).

On August 8, 1912, the town of Mineralnye Vody became home to a real school (Otchet, 1915: 140).

On August 13, 1912, Kizlyar became home to a female progymnasium (Otchet, 1915: 306), and on September 1, 1914, when World War I was already under way, they established a female progymnasium in Grozny as well (Otchet, 1915: 305).

On September 1, 1912, a female gymnasium was also established in Mozdok (Otchet, 1915: 304).

On July 1, 1913, the year they celebrated the 300th anniversary of the House of Romanov, Vladikavkaz became home to Terek Oblast's first teacher's institute (Otchet, 1915: 224).

On July 1, 1914, the town of Kizlyar became home to a male progymnasium (Otchet, 1915: 42)

Table 1 displays the data on the region's secondary educational institutions under the Ministry of Public Education and their student body in the period 1900–1914.

Table 1. Numbers of secondary educational institutions under the Ministry of Public Education and students in them in Terek Oblast in the period 1900–1914 (Otchet, 1901: 6, 54, 109, 135, 166, 208; Otchet, 1905: 50, 131, 204-205; Otchet, 1908: 2-3, 75, 120-121; Otchet, 1909: 2-3, 77, 124-125; Otchet, 1910: 2-3, 77, 124-125; Otchet, 1911: 58-59, 77, 158, 188-189; Otchet, 1912: 2-3, 77, 158-159, 234; Otchet, 1913: 3, 64, 148, 209; Otchet, 1914: 3, 64, 149, 173, 175; Otchet, 1915: 2, 3, 123, 212, 258, 260)

Year	Gymnasia		Progymnasia		Real schools	Teacher's institutes and seminaries	Total	Number of students		
	Male	Female	Male	Female				Boys	Girls	Total
1900	1	2	1	1	1	-	6	1,296	1,114	2,410
1904	2	2	-	2	2	-	8	1,650	1,568	3,218
1907	2	3	-	3	2	-	10	2,025	2,233	4,258

1908	3	5	-	2	4	-	14	2,148	2,292	4,440
1909	3	5	-	1	5	-	14	2,490	2,144	4,634
1910	3	6	-	1	5	1	16	2,759	2,386	5,145
1911	3	6	-	2	5	1	17	2,966	2,679	5,645
1912	3	6	-	4	6	1	20	3,220	2,781	6,001
1913	3	7	1	3	6	2	21	3,423	2,982	6,405
1914	3	8	1	3	6	2	22	3,239	3,224	6,463

As evidenced in [Table 1](#), the number of secondary educational institutions in the region rose more than 3.5 times, with the number of real schools rising 6 times in the period. There was a nearly three-fold increase in the number of students in this group of educational institutions. With that said, there also were established in the region educational institutions for the training of primary school teachers (a seminary and a teacher's institute). As regards the gender balance, there was an equal ratio of boys and girls in the region's educational institutions almost throughout the period under review.

Lower education

Lower education in Terek Oblast was represented by urban, tradesman's specialized, mountain, and tradesman's schools. By 1900, the region's lower education system numbered 11 educational institutions (six urban schools, three mountain schools, one tradesman's specialized school, and one tradesman's school).

The development of the region's lower education system resumed only after the end of the First Russian Revolution. On September 1, 1907, the region became home to an urban school in the stanitsa of Chervlennaya ([Otchet, 1915: 528](#)).

On July 1, 1908, Grozny became home to Terek Oblast's first and only Mariinsky female school ([Otchet, 1911: 272](#)).

The year 1911 marked the start of the all-Russian process of creation of higher primary schools with a six-year program of study. Normally, such schools were created by way of reorganization of four-year urban schools, albeit there were exceptions. On September 1, 1911, they opened up a higher primary school in the stanitsa of Arkhonskaya ([Otchet, 1915: 526](#)), and as early as September 1, 1912, a higher primary school was established in the stanitsa of Kalinovskaya as well ([Otchet, 1915: 526](#)).

On January 1, 1914, all at once seven higher primary schools opened up in Terek Oblast by way of reorganization: the Grozny, Kizlyar, Mariinsky, Mozdok, Prokhladny, Sleptovskaya, and Kislovodsk schools ([Otchet, 1915: 526-528](#)). On September 1, 1914, they established a higher primary school in Khasavyurt ([Otchet, 1915: 528](#)). On October 1, 1914, they established the Ardon higher primary school ([Otchet, 1915: 526](#)).

As regards urban schools, on July 1, 1913, they established a model urban school at the Vladikavkaz teacher's institute ([Otchet, 1915: 530](#)). The facility was, among other things, oriented toward the practical training and retraining of primary school teachers.

The region witnessed the establishment of additional tradesman's schools as well. On September 8, 1904, they opened up a lower tradesman's school in Grozny. On October 23, 1913, a lower tradesman's school was established in the Georgiyevsk as well ([Otchet, 1915: 716](#)).

[Table 2](#) displays the statistical data on the region's lower educational institutions in the period 1900–1914.

Table 2. Numbers of lower educational institutions and students in them in Terek Oblast in the period 1900–1914 (Otchet, 1901: 294, 348, 456, 486; Otchet, 1905: 345, 413, 482-483; Otchet, 1908: 227, 317, 394, 395; Otchet, 1909: 265-266, 271, 366, 406, Otchet, 1910: 264, 291-292, 297, 404-405, Otchet, 1911: 264, 292, 297, 404-405; Otchet, 1912: 264, 291-293, 297, 390-391, Otchet, 1913: 232, 250, 252, 255, 347, 390; Otchet, 1914: 286, 307, 309, 438-439, 484; Otchet, 1915: 433, 490, 492, 692-693, 780)

Year	Higher primary schools	Urban schools	Tradesman's specialized schools	Mountain schools	Tradesman's schools	Mariinsky schools	Female professional schools	Total	Number of students
1900	-	6	1	3	1	-	-	11	2,006
1904	-	9	1	3	2	-	-	15	2,369
1907	-	11	1	3	2	-	-	17	2,521
1908	-	11	1	3	2	1	-	18	2,770
1909	-	11	1	2	2	1	-	17	2,462
1910	-	14	1	2	2	1	-	20	3,017
1911	-	15	1	2	2	1	-	21	2,805
1912	1	15	1	2	2	1	2	24	2,401
1913	1	15	1	2	3	1	3	26	3,152
1914	13	3	1	2	3	1	3	26	2,872

As evidenced in Table 2, by 1914 the number of lower educational institutions in Terek Oblast rose 2.5 times, with the number of students in them increasing nearly 50 %. With that said, there was an improvement in the quality of educational institutions in this sector, half of which were accounted for by six-year higher primary schools. It is to be noted that in 1914 some of the region's higher primary schools had no girls in them (e.g., the schools in Mozdok and Kizlyar), while others had only a minimal number of girls in them (e.g., just one girl in the Arkhonskaya school and just three girls in the Kislovodsk school). This circumstance led the government to establish a Mariinsky school for girls in Grozny, as well as several professional female schools in other regions of Terek Oblast.

Primary education

Primary education in Terek Oblast was represented by a network of primary schools, which numbered more than 150 as early as 1900. The future figures for the primary education sector were influenced significantly by the nationwide program for the introduction of compulsory primary education, with the total number of schools doubling by as early as 1911.

Table 3 displays the statistical data on the region's primary educational institutions under the Ministry of Public Education and their student body in the period 1900–1914.

Table 3. Numbers of primary schools under the Ministry of Public Education and students in them in Terek Oblast in the period 1900–1914 (Otchet, 1901: 536; Otchet, 1905: 532, 562; Otchet, 1908: 350, 352; Otchet, 1909: 392, 394; Otchet, 1910: 390, 392; Otchet, 1911: 390, 392; Otchet, 1912: 448, 450; Otchet, 1913: 335, 336; Otchet, 1914: 427, 428; Otchet, 1915: 669, 672, 683)

Year	Number of schools	Number of students			Number of students per school
		Boys	Girls	Total	
1900	159	8,429	2,520	10,949	68.8
1904	195	11,043	3,475	14,518	74.4
1907	221	14,651	5,302	19,953	90.2

1908	222	15,071	5,483	20,554	92.5
1909	236	16,244	6,444	22,688	96.1
1910	266	17,343	7,183	24,526	92.2
1911	336	20,526	8,523	29,049	86.4
1912	343	21,767	9,809	31,576	92.0
1913	486	25,844	12,218	38,062	78.3
1914	561	27,515	13,290	40,805	72.7

As evidenced in Table 3, by 1914 the number of primary educational institutions in the region rose 3.5 times, with the number of students in them rising 4 times. This is testimony that the period under review was witnessing an increase in the number of students per school in the region. This was particularly the case up to 1909, when the average number of students per school was 96. However, subsequently there was a decline in this number as a consequence of the mass construction of new schools in the region. The effort was associated with the government's desire to ensure the sufficient number of school places in the region at the time of introduction of compulsory primary education. As regards the student gender balance, if in 1900 girls accounted for 23 % of the student body, in 1914 their number was now 32 %. Given the area's regional characteristics, it was quite a substantial figure.

Table 4 displays the statistical data on the entire public education sector in Terek Oblast in the period 1900–1914.

Table 4. Number of educational institutions in Terek Oblast in the period 1900–1914

Year	Secondary	Lower	Primary	Total
1900	6	11	159	182
1904	8	15	195	218
1907	10	17	221	248
1908	14	18	222	254
1909	14	17	236	267
1910	16	20	266	302
1911	17	21	336	374
1912	20	24	343	387
1913	21	26	486	533
1914	22	26	561	609

When analyzing the data in Table 4, it must be kept in mind that it covers only the region's educational institutions under the Ministry of Public Education, which were attended by 1914 by nearly 75% of all schoolchildren in the Russian Empire at the time. Indirectly, this was associated with the fact that in 1914 the region had in operation 161 parochial schools, with a combined enrollment of 11,312 students (Vsepoddanneishii otchet, 1916: 124-125). In the period 1900–1914, the number of educational institutions under the Ministry of Public Education in Terek Oblast rose 3.3 times, i.e. from 182 to 609.

Note that based on data from the Ministry of Public Education, as of January 1, 1915, Terek Oblast had 110,384 children of school age (from 8 to 11 years), with as many as 48,289 of these attending ministerial schools in the region by 1914 (RGIA. F. 733. Op. 207. D. 39. L. 3). Similar figures were obtained via the research reported in this paper (6,463 people in the region's secondary educational institutions, 2,872 people in its lower schools, and 40,805 people in its primary schools) – a combined enrollment of 50,140 students in the region's ministerial educational institutions. However, one also must keep in mind the figure of 11,312 students in the region's schools under the Ecclesiastical Department, which, combined with the ministerial student body, makes it 61,452 students, or 55.7% of all school-age children in the region.

On one hand, it is apparent that there still remained a lot of work to be done in the region's public education sector. However, one must take into account here the regional characteristics of Terek Oblast, where in the late 19th century the bulk of the population was made up of

mountaineers. In the climate of World War I, the region's directorate for public schools undertook work in the area of pedagogical personnel training and retraining and was getting ready for the introduction of compulsory primary education in its territory.

5. Conclusion

Between 1900 and 1917, the system of public education in Terek Oblast was in a period of dynamic development. The number of ministerial educational institutions in the region rose 3.3 times, from 182 to 609. Secondary educational institutions abounded in towns and large populated localities across the region. At the same time, there was a sharp increase in the quality and number of lower educational institutions, some of which were reorganized from four-year urban schools into six-year higher primary schools. The region became home to a teacher's seminary and a teacher's institute, as facilities for the training of teachers. By the start of World War I, school was attended in Terek Oblast by nearly 55% of all its school-age children, which, given the large number of mountaineers in the region, was quite a substantial figure.

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