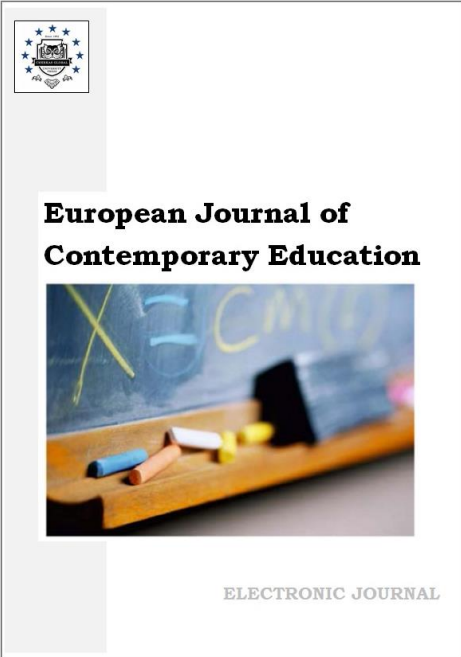




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The System of Public Education in Dagestan Oblast (1860–1917). Part 3

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Abstract

This work explores the system of public education in Dagestan Oblast in the period 1860–1917. The present part of the work examines the period 1900–1917.

The principal source used in this study is the reports of the Trustee of the Caucasus Educational District released between 1900 and 1914. Use was also made of certain relevant materials from the Russian State Historical Archive (Saint Petersburg, Russian Federation). Owing to this study, some of these materials were introduced into scholarly discourse for the first time.

The study's findings revealed that the period 1900–1914 witnessed an average increase of 3.5 times in the number of educational institutions in Dagestan Oblast. There was an increase of nearly 4 times in the size of its student body. Furthermore, the period witnessed the first attempts in the direction of the provision of vocational education in the region. Secondary education was available to both males and females in all of the region's major cities – Temir-Khan-Shura, Derbent, and Petrovsk. Lower education was available in certain outlying areas of the region as well (e.g., Kazikumukh). Primary schools accounted for the majority of all schools in the region. The ethnic makeup of the region's student body was pretty much the same in the early 20th century as it was in the late 19th century. There were changes in the social-estate composition of the student body within the region's secondary education sector – children of nobles and functionaries (the majority in 1900) were displaced by children of members of the urban estates as the dominant group. Nevertheless, despite the region's successes in public education, more than 80 % of its

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school-age children remained in 1915 out of school. In fact, Dagestan Oblast was the worst performer in this respect in the Caucasus.

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

1. Introduction

Dagestan Oblast was established in 1860. At the start of the 20th century, it remained one of the problem regions of the Caucasus. Despite strenuous efforts from the Russian government to develop the education system in this multi-ethnic region, where the bulk of the population was made up of mountaineers, the process was a slow one. The present part of the work will examine the development of the system of public education in Dagestan Oblast at the start of the 20th century, more specifically in the period 1900–1917.

2. Materials and methods

The principal source used in this study is the reports of the Trustee of the Caucasus Educational District released between 1900 and 1914. Use was also made of certain relevant materials from the Russian State Historical Archive (Saint Petersburg, Russian Federation). Owing to this study, some of these materials were introduced into scholarly discourse for the first time.

As already mentioned in its first and second parts ([Rajović et al., 2022](#); [Rajović et al., 2022a](#)), the research reported in this work was conducted with observation of the following major historical research principles: historicism, systematicity, and objectivity. The principle of historicism helped explore the process of development of the system of public education in Dagestan Oblast in its historical sequence. The principle of systematicity helped examine the system of education in the region across the secondary, lower, and primary levels. The principle of objectivity was employed to ensure an unbiased approach in respect of the statistical sources employed and conclusions drawn in the work. Wide use was made of the statistical method to summarize the extensive statistical material on the system of public education in Dagestan Oblast at the start of the 20th century.

3. Discussion

The relevant historiography dealing with the period 1900–1917 can be divided into the following two parts: 1) the research devoted to regions within the Caucasus Educational District; 2) the research devoted to other regions of the Russian Empire.

The first group, most notably, includes ‘The Making of the System of Public Education in the Caucasus (1802–1917): Distinctive Features’ by N.A. Shevchenko and her colleagues ([Shevchenko et al., 2016](#)), which is one of the first serious attempts to explore public education in the imperial-period Caucasus. Private education in the imperial-period Caucasus was explored in ‘Private Educational Institutions in the Caucasus in the Period 1846–1914: A Historical-Statistical Study’ by K.V. Taran and his colleagues ([Taran et al., 2021](#)). In terms of public education in the early-20th-century Caucasus, the systems of public education in Kutais and Erivan Governorates were explored in the studies by A.M. Mamadaliev and his colleagues ([Mamadaliev et al., 2021](#); [Mamadaliev et al., 2022](#)). T.A. Magsumov masterminded the studies into public education in Baku and Elisabethpol Governorates and in Kars Oblast ([Magsumov et al., 2021](#); [Magsumov et al., 2022](#); [Magsumov et al., 2020](#)), and A.A. Cherkasov directed the studies on public education in Terek Oblast and in Black Sea Governorate ([Cherkasov et al., 2020](#); [Cherkasov et al., 2021](#)). Public education in Stavropol Governorate was explored in the study by O.V. Natolochnaya and her colleagues ([Natolochnaya et al., 2020](#)). The study by V.S. Molchanova and her colleagues investigated public education in Kuban Oblast ([Molchanova et al., 2020](#)).

The second group, most notably, includes A.A. Cherkasov’s ‘All-Russian Primary Education (1894–1917): Developmental Milestones’ ([Cherkasov, 2011](#)). The study by S.I. Degtyarev and his colleagues investigated the government’s policy on public education in the Russian Empire’s Ukrainian governorates ([Degtyarev et al., 2020](#)). Similar issues in the Don region were explored in the study by A.Yu. Peretyatko and T.E. Zulfugarzade ([Peretyatko, Zulfugarzade, 2019](#)). Public education in Penza Governorate was investigated in the study by A.M. Mamadaliev and his colleagues ([Mamadaliev et al., 2022a](#)).

4. Results

For the most part, the system of public education in the Russian Empire was comprised of the following four major levels: higher, secondary, lower, and primary. There were no higher educational institutions in Dagestan Oblast at the start of the 20th century. Accordingly, the present work will only focus on the remaining three levels – secondary, lower, and primary.

Secondary education

By 1900, the only two secondary educational institutions in Dagestan Oblast were the female gymnasium and the seven-grade real school, both in the region’s capital, Temir-Khan-Shura.

As a reminder, the female gymnasium was established in 1875 as a progymnasium (it was subsequently reorganized into a gymnasium). The real school was opened in 1880 (Rajović et al., 2022: 658).

On August 19, 1902, Derbent became home to another secondary educational institution – Derbent Real School (Otchet, 1905: 105). Two years later, on July 1, 1904, the city became home to a female progymnasium, which as early as 1907 would turn into a female gymnasium (Otchet, 1905: 163; Otchet, 1908: 147). In addition, on September 1, 1903, a female progymnasium was opened in Petrovsk (Otchet, 1905: 163). Thus, the period 1902–1904 witnessed the opening of more secondary educational institutions in the region than it had in place prior to 1900.

The region’s secondary education sector continued to grow. On September 1, 1905, Petrovsk became home to a male progymnasium (Otchet, 1908: 27). On September 1, 1908, Petrovsk Female Progymnasium was reorganized into a female gymnasium (Otchet, 1909: 151). On September 1, 1910, Petrovsk Male Progymnasium was reorganized into a six-grade male gymnasium (Otchet, 1911: 27).

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

Table 1. Numbers of Secondary Educational Institutions under the Purview of the Ministry of Public Education and Students in Them in Dagestan Oblast in the Period 1900–1914 (Otchet, 1901: 109, 138, 166, 214; Otchet, 1905: 105, 134, 162-163, 210-211; Otchet, 1908: 8, 27, 75, 78, 120-121, 126-127; Otchet, 1909: 2, 27, 77, 80, 131-132, 151; Otchet, 1910: 24, 77, 80, 124-125, 128-129; Otchet, 1911: 2, 8, 77, 80, 192-193; Otchet, 1912: 2, 8, 77, 158-159, 162-163; Otchet, 1913: 3, 64-65, 148-149; Otchet, 1914: 3, 64-65, 172-175; Otchet, 1915: 3, 122-123, 256-257)

Year	Gymnasiums		Progymnasiums		Real schools	Total	Number of students		
	Male	Female	Male	Female			Boys	Girls	Total
1904	-	1	-	2	2	5	556	510	1,066
1907	-	2	1	1	2	6	751	566	1,317
1908	-	3	1	-	2	6	748	596	1,344
1909	-	3	1	-	2	6	871	624	1,495
1910	1	3	-	-	2	6	948	693	1,641
1911	1	3	-	-	2	6	1,001	699	1,700
1912	1	3	-	-	2	6	1,013	759	1,772
1913	1	3	-	-	2	6	1,028	780	1,808
1914	1	3	-	-	2	6	1,024	768	1,792

As evidenced in Table 1, the number of secondary educational institutions in the region rose 3 times at the start of the 20th century. With that said, both boys and girls benefitted in equal measure. Secondary educational institutions for both sexes were opened in all of the region’s major cities, namely Temir-Khan-Shura, Derbent, and Petrovsk. Of note is the fact that in 1900 girls

accounted for 35 % of the student body within the region's secondary education sector, whereas in 1914 the figure rose to 43 %.

In 1900, the student body within the region's secondary education sector had the following ethnic makeup: 359 ethnic Russians, 14 Georgians, 47 Armenians, 12 Tatars, 64 mountaineers, 44 Jews, and 16 members of other ethnicities (Otchet, 1901: 138, 214). Due to the absence of data on the ethnic makeup of the region's student body in 1914, it may be worth considering the statistics on the students' religious affiliation. Specifically, there were 967 Orthodox Christians (ethnic Russians and Georgians), 47 Catholics (members of other ethnic groups), 267 Armenian Gregorians (Armenians), 9 members of other Christian denominations, 245 Jews, 256 Muslims (Tatars and mountaineers), and 1 member of a different religious denomination (Otchet, 1915: 12-13, 126-127, 262-263). Thus, whereas in 1900 ethnic Russians and Georgians accounted for 67 % of the student body, in 1914 the figure was 53.9 %. At the same time, the numbers of Armenians, Jews, and Tatars and mountaineers virtually evened up, reflecting the growing level of interest in secondary education among the locals.

In terms of social-estate composition, in 1900 the student body within the region's secondary education sector was dominated by children of nobles and functionaries (Otchet, 1901: 138). By 1914, the way was now led by children of members of the urban estates (574), followed by children of nobles and functionaries (523) and then children of peasants (314) (Otchet, 1915: 12-13, 126-127, 262-263).

In 1900, the combined library stock within the region's secondary education sector was 11,917 items (9,356 items in the fundamental library section and 2,561 items in the discipular one) (Otchet, 1901: 111).

In 1914, the combined library stock within this sector was 39,768 items (18,627 items in the fundamental library section and 21,141 items in the discipular one) (Otchet, 1915: 46, 142, 314).

Thus, by 1914 the combined library stock within the region's secondary education sector increased more than 3 times.

Lower education

By 1900, the only two lower educational institutions in Dagestan Oblast were the urban school in Derbent (established in 1837) and the urban school in Petrovsk (established in 1897) (Rajović et al., 2022: 659; Otchet, 1899: 295).

On July 1, 1902, Temir-Khan-Shura became home to another urban school (Otchet, 1905: 293).

Nine years later, on November 23, 1911, the region became home to its first vocational school – the tradesman's specialized school in Temir-Khan-Shura (Otchet, 1912: 407).

In 1912, the first six-grade higher primary schools emerged in the Caucasus – all of them were the result of reorganization of urban schools. However, neither in that year nor in 1913 was one such school launched in Dagestan Oblast (Otchet, 1913: 250).

On January 1, 1914, the urban schools in Temir-Khan-Shura, Derbent, and Petrovsk were reorganized into six-grade higher primary schools (Otchet, 1915: 522-524). In addition, on October 5, 1914, the region became home to the higher primary school in Kazikumukh (Otchet, 1915: 522).

Table 2 displays the numbers of lower educational institutions and students in them in Dagestan Oblast in the period 1900–1914.

As evidenced in Table 2, in the period under review the number of lower educational institutions in the region increased 2.5 times – from 2 to 5. There also was a boost in the quality of this type of education – through the reorganization of four-grade urban schools into six-grade higher primary schools. Furthermore, during that period the region also became home to its first vocational school – the tradesman's specialized school in Temir-Khan-Shura. Of note is the fact that prior to 1913 the student body within the region's lower education sector was made up of boys only. In 1913, the urban school in Temir-Khan-Shura admitted 32 girls. The figure increased to 40 in 1914. The school was the only lower educational institution in the region that could be attended by girls.

Table 2. Numbers of Lower Educational Institutions and Students in Them in Dagestan Oblast in the Period 1900–1914 (Otchet, 1901: 296, 362; Otchet, 1905: 293, 359; Otchet, 1908: 237, 259; Otchet, 1909: 272; Otchet, 1910: 298, 320; Otchet, 1911: 298, 320; Otchet, 1912: 298, 320, 391, 395; Otchet, 1913: 258, 346-347; Otchet, 1914: 304-307, 438-439; Otchet, 1915: 523-525, 690-691)

Year	Urban schools	Tradesman's specialized schools	Higher primary schools	Tradesman's schools	Total	Number of students		
						Boys	Girls	Total
1900	2	-	-	-	2	413	-	413
1904	3	-	-	-	3	453	-	453
1907	3	-	-	-	3	498	-	498
1908	3	-	-	-	3	513	-	513
1909	3	-	-	-	3	490	-	490
1910	3	-	-	-	3	549	-	549
1911	3	1	-	-	4	593	-	593
1912	3	1	-	-	4	602	-	602
1913	3	1	-	-	4	531	32	563
1914	-	1	4	-	5	464	40	504

By 1912, the size of the sector's student body increased 50% on 1900. However, the figure dropped during the following 2 years. A drop in this figure also took place in 1909, which may have been associated with the events of the First Russian Revolution. The drop may also have been a result of the growing number of secondary educational institutions in the region.

In 1900, the student body within the region's lower education sector had the following ethnic makeup: ethnic Russians – 238, Armenians – 57, Tatars – 55, Georgians – 1, mountaineers – 4, Jews – 42, and Europeans – 11 (Otchet, 1901: 362). In 1914, the student body was comprised of 278 Orthodox Christians, 8 Catholics, 27 Armenian Gregorians, 2 members of other Christian denominations, 55 Jews, and 134 Muslims (Otchet, 1915: 486-489, 698-699). In 1900, Orthodox Christians accounted for nearly 58 % of the student body. The figure remained just about the same in 1914 –55.1 %. Of note is the fact that in 1914 the region became home to an educational institution that would be attended by Tatars exclusively – the higher primary school in Kazikumukh.

In terms of social-estate composition, both in 1900 and in 1914 the sector was dominated by children of members of the urban estates (Otchet, 1901: 363; Otchet, 1915: 486-489, 698-699).

Thus, by 1914, the region's lower education sector had an established student body in terms of ethnic composition, and it continued to be dominated by children of members of the urban estates.

In 1900, the region's lower education sector had a combined library stock of 3,319 items (2,369 items in the fundamental library section and 950 items in the discipular one) (Otchet, 1901: 300).

In 1914, the sector's combined library stock was 14,651 items (6,334 items in the fundamental library section and 8,317 items in the discipular one) (Otchet, 1915: 532, 535, 720).

Thus, by 1914 the sector's combined library stock increased more than 4 times.

Primary education

As a reminder, as at 1884 Dagestan Oblast had seven primary schools under the purview of the Ministry of Public Education (three rural state-run schools, one urban school, two rural schools run by the Ministry of Public Education, and one school run by a benevolent society) (Rajović et al., 2022: 659). By 1914, the number of primary schools in the region rose to 71.

Table 3 displays the numbers of primary schools under the purview of the Ministry of Public Education and students in them in Dagestan Oblast in the period 1900–1914.

Table 3. Numbers of Primary Schools under the Purview of the Ministry of Public Education and Students in Them in Dagestan Oblast in the Period 1900–1914 (Otchet, 1901: 536, 566; 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: 334-336; Otchet, 1914: 426-429; Otchet, 1915: 668-669, 672-673)

Year	Number of schools	Number of students		
		Boys	Girls	Total
1900	19	627	254	881
1904	31	1,118	432	1,550
1907	31	1,260	531	1,791
1908	35	1,528	548	2,076
1909	36	1,633	607	2,240
1910	33	1,505	613	2,118
1911	35	1,760	712	2,472
1912	46	2,212	803	3,015
1913	69	2,931	1,023	3,954
1914	71	3,101	1,138	4,239

As evidenced in Table 3, the region experienced brisk growth in the number of primary educational institutions in the period 1902–1903, and later in the period 1912–1913. At the start of the 20th century, the number of primary schools in the region rose 3.5 times, while the size of the student body in this sector increased more than 4 times. Nevertheless, the gender balance remained just about the same – girls accounted for 28.8% of the student body in 1900 and 26.8 % in 1914.

In terms of ethnic composition, in 1900 the student body was dominated by mountaineers (418), followed by ethnic Russians (286), Jews (82), Armenians (56), Tatars (38), and Georgians (6) (Otchet, 1901: 566). The situation was similar in 1914, with Muslims leading the way (2,226 students, with only 167 of these being girls), followed by Orthodox Christians (1,451), Jews (438), and Armenian Gregorians (67) (Otchet, 1915: 672-673).

These statistical data indicate that by 1914 Dagestan Oblast had a more or less established student body in terms of ethnic composition within its primary education sector.

Private education

Prior to 1900, the region's private education sector lacked stability and was characterized by the opening and closing down of educational institutions of different levels. There often were periods when the region had no private educational institutions in place. The situation remained pretty much the same at the start of 20th century.

In 1907, there was one lower educational institution (a boys-only facility) (Otchet, 1908: 454). In 1908, there was one secondary educational institution. It closed down in 1909 (Otchet, 1910: 464).

No data on the number of schools within this sector in 1910 were published (Otchet, 1911: 464). No data are available for 1911 either, which has to do with the fact that a general report was produced covering more than one region (Otchet, 1912: 466). The case is the same with the period 1912–1913 (Otchet, 1913: 392; Otchet, 1914: 486). There were no private educational institutions in the region in 1914 (Otchet, 1915: 784).

Table 4. Numbers of Private Educational Institutions and Students in Them in Dagestan Oblast in the Period 1900–1914 (Otchet, 1901: 518, 526; Otchet, 1905: 514; Otchet, 1908: 454; Otchet, 1909: 466; Otchet, 1910: 464)

Year	Number of schools	Number of students		
		Boys	Girls	Total
1900	2	22	23	45
1904	-	-	-	-

1907	1	138	-	138
1908	1	169	-	169
1909	-	-	-	-
1914	-	-	-	-

As evidenced in [Table 4](#), the sector lacked stability, and its role in the development of the region's education was insignificant. The rare attempts undertaken in the area of private education at the start of the 20th century had a pronounced gender bias – education would be available to boys only.

In conclusion, as at January 1, 1915, the region's primary schools under the purview of the Ministry of Public Education had a combined enrollment of 4,240. With that said, Dagestan Oblast had 64,273 school-age children (aged 8 to 11) ([РГИА. Ф. 733. Оп. 207. Д. 39. Л. 1](#)). A portion of these children may have attended educational institutions of other types. Even so, the number of school-age children who were out of school in the region exceeded 50,000, the worst figure in the Caucasus.

Of note is also the fact that in the period remaining before the February Revolution of 1917 there were no major changes in the system of public education in Dagestan Oblast, which had to do with the events of World War I.

5. Conclusion

The period 1900–1914 witnessed an average increase of 3.5 times in the number of educational institutions in Dagestan Oblast. There was an increase of nearly 4 times in the size of its student body. Furthermore, the period witnessed the first attempts in the direction of the provision of vocational education in the region. Secondary education was available to both males and females in all of the region's major cities – Temir-Khan-Shura, Derbent, and Petrovsk. Lower education was available in certain outlying areas of the region as well (e.g., Kazikumukh). Primary schools accounted for the majority of all schools in the region. The ethnic makeup of the region's student body was pretty much the same in the early 20th century as it was in the late 19th century. There were changes in the social-estate composition of the student body within the region's secondary education sector – children of nobles and functionaries (the majority in 1900) were displaced by children of members of the urban estates as the dominant group. Nevertheless, despite the region's successes in public education, more than 80 % of its school-age children remained in 1915 out of school. In fact, Dagestan Oblast was the worst performer in this respect in the Caucasus.

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