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The System of Public Education in Astrakhan Governorate in the second half of the 19th and early 20th centuries. Part 4

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Abstract

This set of articles relies on a set of reference and memorandum books spanning 1873–1917 to explore the development of the system of public education in Astrakhan Governorate, a region in the Russian Empire. This is the fourth, and final, piece in the set. It addresses the period 1908–1916.

The principal sources used in this work were the Memorandum Books for Astrakhan Governorate spanning 1908–1918, the Most Faithful Reports of the Chief Procurator of the Holy Synod spanning 1908–1916, certain legislation of the Russian Empire (the Law of May 3, 1908), and a set of relevant documents from the Russian State Historical Archive.

In terms of methodology, use was made of the following research methods: historical-comparative, historical-typological, historical-systematic, historical-genetic, historical-statistical, content analysis, and synthesis.

The study's findings revealed that in the period from 1908 to 1914 the size of the student body in the region grew 1.22 times and the number of educational institutions there increased 1.16 times, which vis-à-vis the other regions of the Russian Empire examined is a fairly modest figure. The boy to girl student ratio was 1.75:1 in 1914 – i.e., female students were outnumbered by nearly twice as many male ones. This can be explained by the significant number of Muslim settlements in the region at the time.

In the period under examination, the number of secondary educational institutions in Astrakhan Governorate increased insignificantly and the number of lower educational institutions

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there declined, while the number of students enrolled in them increased, which indicates the region's institutions of this kind becoming significantly larger.

The dynamics of growth in the number of primary educational institutions in the region in the period from 1908 to 1914 were, likewise, fairly modest (an increase of 1.2 times). However, the number of students in this sector increased more noticeably, which may be explained by the passage of the Law of May 3, 1908 (focused on increasing funding for primary educational institutions).

By the end of 1914, the number of Orthodox Christian church schools in the region (not included in the above statistics) was 593, with a combined enrollment of 14,786 students. Most of these educational institutions were one-grade schools. This may be explained by the desire of the governorate's authorities to reach as wide a portion of the population with education as possible.

Overall, by January 1, 1915, of the region's 116,326 school-age children, school was attended by 58,983 individuals, i.e. roughly half of that group.

Keywords: public education, system of public education, public schools, Astrakhan Governorate, education in Astrakhan Governorate, sustainable development in education, education policy, education reform.

1. Introduction

This work is the fourth, and final, piece in the set and explores the timeframe from 1908 to 1916, covering the period when the Law of May 3, 1908, focused on additional funding for primary education, was in effect.

Following the lost Russo-Japanese War and the Revolution of 1905–1907, the policy pursued by the government of Emperor Nicholas II changed in the direction of liberalization of society. Via the Manifesto of October 17, 1905, Russia moved from absolute to constitutional monarchy and adopted a party-based system, with the State Duma become its representative top lawmaking body. The obvious need to modernize the nation's education system, particularly its system of primary education, led the Russian government to adopt the Law 'On the Allocation of 6,900,000 Rubles Toward the Needs of Primary Education' of May 3, 1908. One of the objectives for this paper was to evaluate the effectiveness of this law and assess the degree of development of the region's primary education sector vis-à-vis the previous period.

2. Materials and methods

The principal source used in this work was the Memorandum Books for Astrakhan Governorate spanning 1908–1918 ([Pamyatnaya knizhka, 1908](#); [Pamyatnaya knizhka, 1909](#); [Pamyatnaya knizhka, 1910](#); [Pamyatnaya knizhka, 1911](#); [Pamyatnaya knizhka, 1912](#); [Pamyatnaya knizhka, 1913](#); [Pamyatnaya knizhka, 1914](#); [Pamyatnaya knizhka, 1915](#); [Pamyatnaya knizhka, 1916](#); [Pamyatnaya knizhka, 1918](#)), which contain information on all major areas of activity in Astrakhan Governorate, including education.

The Law 'On the Allocation of 6,900,000 Rubles Toward the Needs of Primary Education', of May 3, 1908, was consulted via 'The Complete Collection of Laws of the Russian Empire' ([PSZRI, 1911](#)).

In addition, use was made of the Most Faithful Reports of the Chief Procurator of the Holy Synod spanning 1908–1916 ([Vsepoddanneishii otchet, 1911](#); [Vsepoddanneishii otchet, 1913a](#); [Vsepoddanneishii otchet, 1913b](#); [Vsepoddanneishii otchet, 1915](#); [Vsepoddanneishii otchet, 1916](#)). This document contains information on the region's ecclesiastical education sector.

Use was also made of certain relevant archival materials from the Russian State Historical Archive (Saint Petersburg, Russia).

In terms of methodology, use was made of the following research methods: historical-comparative, historical-typological, historical-systematic, historical-genetic, historical-statistical, content analysis, and synthesis.

3. Discussion

Among the prerevolutionary works relating to the chronological period under review, of particular note are those by T.N. Ostroumov ([Ostroumov, 1914](#)) and V. Kalegulov ([Kalegulov, 1918](#)).

Among the works on the subject produced during the Soviet period, of particular note are those by I.M. Bogdanov ([Bogdanov, 1964](#)), V.Z. Smirnov ([Smirnov, 1963](#); [Smirnov, 1956](#)), and A.G. Rashin ([Rashin, 1951](#)) and the essays on the history of pedagogical thought in Russia ([Ocherki, 1976](#); [Ocherki, 1991](#)).

Among the modern works covering the history of education in Astrakhan Governorate, of particular note are the works by D.Yu. Arapov (Arapov, 2004), V.M. Viktorin (Viktorin, 2008), I.Ye. Krapotkina (Krapotkina, 2011), A.M. Treshchev, G.V. Alferova, and Ye.A. Tarabanovskaya (Treshchev i dr., 2001), A.B. Olneva (Ol'neva, 1988), I.K. Zagidullin (Zagidullin, 1992), R.M. Islemisova (Islemisova, 2013; Islemisova, 2014; Islemisova, 2015), R.G. Rezakov and F.M. Rekesheva (Rezakov, Rekesheva, 2014), and Ye.A. Tarabanovskaya (Tarabanovskaya, 2016). A significant portion of this research is focused on the ethnic characteristics of education in the region (in particular, that of the Volga Tatars).

As part of the present study, a comparative analysis was also conducted of the development of the system of public education in Astrakhan Governorate during the period under review vis-à-vis a set of other regions of the Russian Empire, including Vologda Governorate (Cherkasov et al., 2019), Penza Governorate (Mamadaliyev et al., 2022b), Volyn Governorate (Cherkasov et al., 2022), and certain areas within the Caucasus Educational District (e.g., Magsumov et al., 2020, Magsumov et al., 2021, and Molchanova et al., 2019).

4. Results

A classification of educational institutions in the Russian Empire by type was provided in the second piece of the set. As in each of the previous parts of the study, higher education was outside of the scope of this work.

At year-end 1908, Astrakhan Governorate had the following secondary educational institutions under the purview of the Ministry of Public Education (Pamyatnaya knizhka, 1908: 289-297):

1. Astrakhan Male Gymnasium;
2. Astrakhan Real School;
3. Astrakhan Mariinsky Gymnasium;
4. First-Class Male School of G.S. Sobolev;
5. Astrakhan Female Gymnasium of N.S. Shaverdova;
6. First-Class Female School of N.A. Vutecic;
7. First-Class Female School of Ye.N. Paltseva;
8. Astrakhan Ecclesiastical Seminary;
9. Astrakhan Male Ecclesiastical School;
10. Diocesan Female School;
11. Astrakhan Music School;
12. Astrakhan First-Class School of Gardening;
13. Astrakhan School for Feldshers and Nurse Midwives;
14. Astrakhan School of Short-Distance Navigation;
15. First-Class Obstetric School.

Astrakhan Governorate had the following lower educational institutions under the purview of the Ministry of Public Education at the lower chronological boundary of this study (Pamyatnaya knizhka, 1908: 297-298):

1. Artistic and Technical-Drawing School;
2. Emperor Alexander II Male Tradesman's School;
3. Male Tradesman's School (run by a charitable society);
4. Male Armenian Tradesman's School;
5. Female Tradesman's School (run by a charitable society);
6. School for Deaf-and-Dumb Children;
7. Network of urban three-grade schools;
8. Network of Muslim madrasas.

The region's primary educational institutions included a number of parish schools, primary schools, and Muslim maktabas.

In 1909, the region became home to Urban Commercial School in the city of Astrakhan, as well as Mariinsky Female Four-Grade School. The latter enrolled girls aged 9 to 11, no more than 40 students per grade (Pamyatnaya knizhka, 1913: 338). The four-year course of study was tantamount to that of a progymnasium in the Caucasus Educational District (e.g., Rajović et al., 2022, Cherkasov et al., 2020b, Mamadaliyev et al., 2020, and Mamadaliyev et al., 2021b).

In 1911, Astrakhan Second Male Gymnasium was opened on the fourth section of the embankment of the River Kutum on Gorodskaya Street. The school had no grant-aided students ([Pamyatnaya knizhka, 1913: 336](#)).

In addition, in 1911, Astrakhan School of Short-Distance Navigation was transformed into Urban Four-Grade School, which enrolled “children of all religious and social backgrounds” ([Pamyatnaya knizhka, 1913: 342](#)). The school had four core grades and two preparatory grades – i.e., it had a six-year program of study, which made it a secondary educational institution.

In 1912, the city of Astrakhan became home to the region’s second male gymnasium. Overall, there were five secondary gymnasium-type educational institutions in the region at the time. The four gymnasiums (2 male and 2 female) and the real school had a combined enrollment of 2,570 students (1,428 males and 1,142 females), an increase of 137 on the previous year ([Pamyatnaya knizhka, 1913: 335](#)).

In 1912, the city of Astrakhan became home to First-Class Female School of Z.A. Iodkovskaya.

In 1913, Nikolayevskaya Sloboda, Tsarevsky Uyezd, became home to a female gymnasium (qualifying as such based on the Regulation of May 24, 1874), which was based on a second-class private educational institution that later became a first-class school ([Pamyatnaya knizhka, 1913: 335](#)).

The 1914 Memorandum Book touches on the reasons behind the decline in educational institutions and students in the region at the time in the following passage: “Despite the tough economic conditions, caused by the poor harvests there have been over the past few years, public school life does go on, even if slowly. ... Most of the governorate’s residents are sympathetic to schooling. More and more peasants are advocating for more schools, many ready to contribute to the cause out of their own pocket” ([Pamyatnaya knizhka, 1913: 335](#)).

In addition, the source suggests directly that “the development of primary education in the governorate would progress faster if there were a focus on universality in education and regularity; however, to date, there has not been built in the governorate a common school network and no work has been undertaken to implement mandatory education. This highly important and pressing issue is waiting to be favorably resolved through the efforts of the zemstvo institutions in the governorate” ([Pamyatnaya knizhka, 1913: 335](#)). Evidently, the source’s authors rate the performance of the responsible authorities in terms of implementing mandatory education in the governorate as unsatisfactory.

The source goes on to state the following: “In the accounting year, with the adoption of the Law of June 25, 1912, on higher primary schools, the Directorate received numerous requests from peasant communities calling for the opening of such schools, which is testimony to the peasants’ desire to provide their children with both basic literacy skills and a higher primary education. But, unfortunately, requests for the opening of higher-type schools in villages can be fulfilled only if substantial funding is provided toward the construction of new buildings, as there is currently a lack of vacant and suitable spaces in villages for use at least as temporary spaces to house such schools, and to construct such buildings a fairly large amount of time may also be needed apart from funding. Such requests will most likely be fulfilled quickly only in rich villages. . . . No less sympathetic to the public education cause are the governorate’s non-Slavs – the Tatars, Kyrgyz, and Kalmyks. According to the [Education] Directorate for the Tatar Communities of the City of Astrakhan and Astrakhan Uyezd, lately there have been received numerous requests for permission to set up Russian-language classes at maktab and madrasas, with ethnic Russians with the proper teaching qualifications desired to be invited to teach such classes. Many such requests are also coming in from the Kyrgyz community. Unfortunately, far from all of these petitions have been fulfilled, as it is not an easy task to meet such needs in a short period of time for a Kyrgyz population of 350,000” ([Pamyatnaya knizhka, 1913: 335](#)). As we can see, this was clearly a situation in which society’s educational needs were too high to be met by the authorities. Such was the case in none of the other regions of the Russian Empire examined (e.g., [Magsumov et al., 2022](#), [Natolochnaya et al., 2022](#), [Magsumov et al., 2021](#), and [Mamadaliyev et al., 2022b](#)), which sets Astrakhan Governorate apart in the development of education.

In 1913, Astrakhan became home to the governorate’s first teacher’s seminary. The issue of demand for education outstripping supply in the region was not only and not so much associated with funding but rather staffing. And it finally was resolved, with the opening of a facility focused on training primary school teachers ([Pamyatnaya knizhka, 1915: 513](#)).

On the eve of World War I, the relevance of the need to implement mandatory education across the Russian Empire was stressed by the authors of the 1915 Memorandum Book in the

following passage: “This process was launched in the governorate by the Astrakhan City Public Administration. A plan for the school network in the city of Astrakhan was presented by the Ministry of Public Education and has been ratified by the Administration. The mandatory education implementation process has been launched in the cities of Krasny Yar, Yenotayevsk, and Cherny Yar. . . . With the introduction of the zemstvo in Astrakhan Governorate, which, in essence, began to operate on September 21, 1913, significant headway has been made on the issue of implementing mandatory education in the uyezds. All the ordinary uyezd zemstvo meetings that took place at the end of the last year resulted in the firm belief that mandatory education is to be implemented in the uyezds within the ten-year timeframe as established by the Ministry” (*Pamyatnaya knizhka, 1915: 513-514*).

Besides the public educational institutions, Astrakhan Governorate had in 1908–1916 19 private schools and boarding schools.

The Memorandum Books for 1916 and 1918 contain no information on the region’s education system, and so the upper chronological boundary of this study stopped at the start of 1914.

Tables 1 through 3 display all the relevant data on the region’s education system gathered for this piece of the set.

Of particular note is also the region’s fairly extensive network of Orthodox Christian primary church schools, which comprised the following:

- several two-grade primary church schools (urban and rural);
- several one-grade primary church schools (urban and rural);
- several literacy schools (urban and rural);
- several first- and second-class primary church schools (urban and rural).

Table 1. Number of Educational Institutions and the Size of the Student Body in Astrakhan Governorate in the Period 1908–1913 (*Pamyatnaya knizhka, 1908: 297, 300-306; Pamyatnaya knizhka, 1909: 290, 303-308; Pamyatnaya knizhka, 1910: 286, 297-305; Pamyatnaya knizhka, 1911: 304, 313-321; Pamyatnaya knizhka, 1912: 312, 321-329; Pamyatnaya knizhka, 1913: 326, 335-344; Pamyatnaya knizhka, 1914: 334-335, 347-356; Pamyatnaya knizhka, 1915: 512-514, 523-537*).

Year	Educational institutions					Total number of students ¹		
	Secondary	Lower	Primary ²	Muslim religious ³	Total	Boys	Girls	Total
1908	15	273	383	26/96	671	25,534	14,078	39,612
1909	15	273	402	N/A	690	26,363	14,311	40,664
1910	15	299 ⁴	425	N/A	739	27,877	15,544	43,421
1911	16	253	441	N/A	710	28,525	16,073	44,707
1912	17	221	460	N/A	698	29,052	17,025	46,077
1913	18	216	485	N/A	719	30,874	17,615	48,489

As evidenced in [Table 1](#), the situation in the region’s education sector was quite volatile throughout the period under review. Whereas there was a steady increase in the number of schools up to 1909, there was a decline in the period from 1910 to 1912, and after that the figure increased again. However, the number of students in the region rose all the time. This may be explained by the enlargement of educational institutions and the rise in the number of students per school, with the average figures being 59 and 66 in 1910 and 1912, respectively.

According to the 1913 Memorandum Book, “vis-à-vis 1910, the number of educational institutions dropped by 29, with the combined student body growing by 1,286. As in the previous years, growth in the number of students in the region was significantly ahead of that in the number of schools, leading to the latter being overfilled” (*Pamyatnaya knizhka, 1913: 326*).

¹ The data are incomplete, as this information does not factor in the region’s Muslim religious primary schools.

² This information does not include the region’s Orthodox Christian church schools.

³ The number of madrasas in the region (considered as lower educational institutions based on curriculum content) is shown as the numerator and the number of its maktabas (primary educational institutions) is shown as the denominator (these were part of the system of primary education, and so they are not included in the total above, as they are included in the total for the region’s primary educational institutions).

⁴ Of these, 13 were top-class public schools.

Compared with the other regions of the Russian Empire examined (i.e., those within the Caucasus Educational District (e.g., [Magsumov et al., 2020](#), [Magsumov et al., 2021](#), [Mamadaliev et al., 2022b](#), and [Molchanova et al., 2019](#)), Vologda Governorate ([Cherkasov et al., 2019](#)), and Volyn Governorate ([Cherkasov et al., 2022](#)), this growth was relatively small, which is what was reflected in the negative reviews by the authors of the Memorandum Books for Astrakhan Governorate spanning 1910–1915.

Overall, by January 1, 1915, of the region's 116,326 school-age children, schools under the purview of the Ministry of Public Education were attended by 44,197 individuals ([RGIA. F. 733. Op. 207. D. 39. L. 1](#)). That is, there was a decrease relative to 1913 in the number of students in the region with the start of World War I.

Table 2. Distribution of the Student Body Across Secondary and Lower Educational Institutions in Astrakhan Governorate in the Period 1908–1913 ([Pamyatnaya knizhka, 1908: 297](#); [Pamyatnaya knizhka, 1909: 290](#); [Pamyatnaya knizhka, 1910: 286](#); [Pamyatnaya knizhka, 1911: Pamyatnaya knizhka, 1911: 304](#); [Pamyatnaya knizhka, 1912: 312](#); [Pamyatnaya knizhka, 1913: 326](#); [Pamyatnaya knizhka, 1914: 334-335](#); [Pamyatnaya knizhka, 1915: 512-513](#))

Year	Educational institutions					
	Secondary			Lower		
	Boys	Girls	Total	Boys	Girls	Total
1908	1,097	1,033	2,130	N/A	N/A	18,472
1909	1,215	1,091	2,306	N/A	N/A	19,271
1910	1,253	1,180	2,433	N/A	N/A	21,454
1911	1,212	1,158	2,370	N/A	N/A	21,673
1912	1,428	1,142	2,570	N/A	N/A	21,608
1913	1,397	1,098	2,495	N/A	N/A	21,943

The size of the student body within the region's secondary education sector increased steadily, even if at a minor pace. It is also worth noting that at the study's lower chronological boundary the region had approximately equal numbers of boy and girl students, which is uncharacteristic of the governorates within the Caucasus Educational District (e.g., [Cherkasov et al., 2020c](#), [Magsumov et al., 2022](#), [Mamadaliev et al., 2022a](#), and [Mamadaliev et al., 2021b](#)). However, by the start of World War I, male students began to outnumber their female counterparts significantly, with the boy to girl student ratio becoming approximately 1.3:1.

The size of the student body within the region's lower education sector increased at a significant pace in the period from 1908 to 1910. Afterwards, its growth slowed down. However, the number of students in this sector decreased in none of the periods analyzed (unlike in the other regions examined (e.g., [Cherkasov et al., 2020a](#) and [Mamadaliev et al., 2022b](#))).

Table 3. Distribution of the Student Body Across Primary and Muslim Religious Educational Institutions in Astrakhan Governorate in the Period 1908–1916 ([Pamyatnaya knizhka, 1908: 297](#); [Pamyatnaya knizhka, 1909: 286](#); [Pamyatnaya knizhka, 1910: 286](#); [Pamyatnaya knizhka, 1911: 304](#); [Pamyatnaya knizhka, 1912: 312](#); [Pamyatnaya knizhka, 1913: 326](#); [Pamyatnaya knizhka, 1914: 335](#); [Pamyatnaya knizhka, 1915: 513](#))

Year	Educational institutions					
	Primary			Religious Muslim (madrasas and maktabas)		
	Boys	Girls	Total	Boys	Girls	Total
1908	N/A	N/A	19,010	3,550	905	4,455
1909	N/A	N/A	19,811	N/A	N/A	N/A
1910	N/A	N/A	21,994	N/A	N/A	N/A
1911	N/A	N/A	23,486	N/A	N/A	N/A
1912	N/A	N/A	25,488	N/A	N/A	N/A
1913	N/A	N/A	27,576	N/A	N/A	N/A
1914	N/A	N/A	N/A	N/A	N/A	N/A

1915	N/A	N/A	N/A	N/A	N/A	N/A
1916	N/A	N/A	N/A	N/A	N/A	N/A

The region witnessed a gradual and fairly substantial (but not compared with the other regions of the Russian Empire examined) increase in the size of the student body in its primary education sector. This trend may be explained by the passage of the Law of May 3, 1908 (focused on increasing funding for primary educational institutions).

As regards the region's religious educational institutions, statistical data on this sector were available only for 1908. The sector was dominated by male students, with the boy to girl student ratio there being approximately 4:1.

Table 4. Number of Parochial Schools in Astrakhan Governorate and the Size of the Student Body in This Sector in the Period 1908–1914 ([Vsepoddanneishii otchet, 1911: 218-219, 242-243](#); [Vsepoddanneishii otchet, 1913a: 110-111](#); [Vsepoddanneishii otchet, 1913b: 176-177, 204-205](#); [Vsepoddanneishii otchet, 1915: 120-121](#); [Vsepoddanneishii otchet, 1916: 122-123](#))

Year	Number of schools				Number of students		
	Two-grade	One-grade	Literacy schools	Total	Boys	Girls	Total
1908	3	220	130	353	9,773	6,007	15,780
1909	3	255	94	352	9,318	6,289	15,607
1910	4	280	64	348	9,262	6,455	15,717
1911	5	270	44	319	9,101	6,584	15,685
1912	5	257	35	297	8,212	6,412	14,626
1913	6	256	35	297	8,195	6,456	14,651
1914	6	258	27	593	8,206	6,580	14,786

By the end of 1914, the number of Orthodox Christian church schools in the region was 593. Most of these were one-grade schools. There were very few two-grade schools. The number of literacy schools in the region was relatively small, too. This may be explained by the desire of the governorate's authorities to reach as wide a portion of the population with education as possible. Primary educational institutions with a more advanced program of study were not in demand.

The size of the student body in the region's sector of church schools was well in line with the proportion in the number of educational institutions – the largest number of students was in one-grade primary schools. The region's literacy schools and two-grade primary schools had fewer students. However, the latter were pretty large – an average of 99 students per school, while it was 52 for their one-grade counterparts. The overwhelming majority of one-grade schools in the region were rural. However, not only did the overall size of the student body not increase in the period under review, but it actually decreased.

5. Conclusion

The study produced the following conclusions:

1. The total number of students in Astrakhan Governorate in 1908 was 39,612 (25,534 boys and 14,078 girls). The boy to girl student ratio was 1.8:1 – i.e., female students were outnumbered by nearly twice as many male ones. This trend was characteristic of the Caucasus Educational District and uncharacteristic of the regions in central Russia and the western part of the Russian Empire. This may be explained by the significant number of Muslim settlements in the region (e.g., Kyrgyz and Tatar), meaning that, given their mentality and traditions, the region's Muslim residents were not particularly inclined to develop female education there. By 1914, the region had 48,489 students (30,874 boys and 17,615 girls). The boy to girl student ratio was 1.75:1 – i.e., the region had just about the same proportions in terms of the gender distribution of its student body as before, which is another distinctive characteristic of the education sector in Astrakhan Governorate.

The total number of educational institutions in the region increased from 617 to 719, which is quite insignificant vis-à-vis the other governorates of the Russian Empire examined.

2. The region had 15 secondary educational institutions, with a combined enrollment of 2,130, in 1908. The respective figures were 18 and 2,495 in 1914. On average, there were 139 students per school.

At the study's lower chronological boundary, the region had approximately equal numbers of boy and girl students. However, by the start of World War I, male students in the region began to outnumber their female counterparts significantly, with the boy to girl student ratio becoming approximately 1.3:1.

3. The region had 273 lower educational institutions in 1908. By the start of 1914, their number dropped to 216. The figure peaked at 299 in 1910. This decline is explained not by the population's declining demand for educational services but by the poor funding of educational institutions in this sector, as well as their significant enlargement. What speaks to the latter is the following important factor: in 1908, the region had a student body of 18,472 in this sector, and the figure was 21,943 by the start of 1914 – i.e., the size of the student body in the region's lower education sector increased nearly 1.2 times, whereas the number of lower educational institutions dropped 1.3 times.

4. The number of primary educational institutions in the region rose from 383 in 1908 to 485 in 1913, an increase of approximately 1.3 times, which is quite modest vis-à-vis the other regions of the Russian Empire examined.

With that said, whereas the number of educational institutions in the region grew insignificantly, and even declined (as was the case with its lower educational institutions), the size of its student body increased all the time, which may be explained by the enlargement of its educational institutions and growth in the number of students per school, with the average figures being 59 and 66 in 1910 and 1912, respectively.

The region's primary education sector, too, witnessed a gradual, and fairly significant, increase (but not vis-à-vis the other regions of the Russian Empire examined) in the size of the student body. This trend may be explained by the passage of the Law of May 3, 1908 (focused on increasing funding for primary educational institutions).

As regards the region's religious educational institutions, statistical data on this sector were available only for 1908. The sector was dominated by male students, with the boy to girl student ratio there being approximately 4:1.

5. The number of Orthodox Christian church schools in the region, which were not included in the above statistics, was 593 by the end of 1914. Most of these were one-grade schools. This may be explained by the desire of the governorate's authorities to reach as wide a portion of the population with education as possible. The overwhelming majority of one-grade schools in the region were rural. The region's two-grade schools were quite large – on average, such schools were attended by 99 students, whereas the figure for their one-grade counterparts was 52. However, not only did the overall size of the student body not increase in the period under review, but it actually decreased.

By January 1, 1915, of the region's 116,326 school-age children, school (ministerial and parochial educational institutions) was attended by 58,983, i.e. half of that group.

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