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FROM THE HISTORY OF WOMEN'S EDUCATION IN TURKESTAN IN THE LATE 19th - EARLY 20th CENTURY (AS AN EXAMPLE, FERGHANA WOMEN'S GYMNASIUM)

Abstract: This article is devoted history of women's education in Turkestan in the late 19th - early 20th century an example Ferghana women's gymnasium by the helping archive sources and literatures.

Key words: education, women, Turkestan, Ferghana, gymnasium, students, general-governor, teachers.

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Introduction

At the end of the Russian Empire's conquest of Turkestan, the Tsarist government began to introduce colonial policies in the country. Established in 1867, the Turkestan general and its first general-governor K.P.Kaufman began to reform the Russian sphere of education with the aim of strengthening Russian domination in the occupied territories. Prior to the Russian invasion, schools and madrassas in Turkestan were important in the social and spiritual life of the local population. Realizing this, the Chorus administration initially did not consider interfering in the internal affairs of schools and madrassas in order to avoid tension with the local population and to provoke protest among Muslim clergy. Later, during the Russian Empire's consolidation in the country, he made every effort to severely control schools and madrasas and limit their activities. At the same time, the Turkic administration in Turkestan will begin developing and implementing new educational programs aimed at bringing the local population closer to the Russian Empire and the Russian people.

In addition to the military contingent in the Russian military fortifications built on the occupied lands of the Russian Empire to Turkestan, there were also Russian officials and their families, ministers, priests and other settlers. Most of the ministers were married, with most of them being teenagers. In the early days, the lack of Russian schools in Turkestan,

the closest educational institution in Orenburg, and parents who had insufficient access to education in the central provinces of Russia had serious problems with educating their children. That is why the issue of legal Russian language education was raised among the European population in the occupied territories. In 1860, the first Russian educational institutions for children of military families and other Russian servicemen were established at the fort of Kazalinsk and Perovsk. Later, the authorities began to think about the need to introduce Russian-language education to the children of Russian peasants and local residents, who had been resettled from Russia to the newly occupied territories. By doing so, the Tsarist government intended to gradually bring them closer to the Russian people and Russia by educating the local population for political reasons. In the mid-1860s, the first educational institutions for the education of local children were established. In 1865, a year after the conquest of one of the largest cities of Turkestan - Tashkent, by General M.Chernyaev, the first Russian school for boys and girls in the city was established for a small number of Russian colonies. Different sections of the population are admitted to this school. Shortly thereafter, elementary education institutions began to appear in other provinces of Turkestan [1].

Girls' gymnasiums occupy a special place among such educational institutions. The incoming middle class, like the existing boys' gymnasiums,

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wanted to set up educational institutions that would not only limit their daughters' primary education but also go to higher education institutions. N.A. Vyshnegradskiy's efforts have played an important role in fulfilling these wishes. In 1867, he submitted a plan to the Pavlovsk Institute for the establishment of girls' educational institutions at a level that would not make it difficult for them to get a proper education for middle-income and low-income families. Such educational institutions should be established and named under the auspices of the Russian Emperor Alexander II wife Maria Alexandrovna. Such girls' gymnasiums and their branches rapidly increased throughout the Russian Empire and the territories occupied by it. In 1880 their number was 79, in 1887 it was 106, and by 1909 it was 958. The first four-year "Maria women's school" was opened in the city of Turkestan in 1897 in Ferghana (then New-Marghilan), and later, in 1901, was converted into a women's gymnasium. In 1907, in connection with the renaming of the city of New Margilan to Skobelev, the gymnasium was also renamed as "Skobelev Women's Gymnasium". According to the order of the military governor of Ferghana region №48 from June 23, 1897 "About opening of a female educational institution at the expense of the city in New Margilon", the four-year "Maria women's school" will be opened in New Margilan (Fergana). According to this order, letter from the Chief Inspector of Educational Institutions of Turkestan F. Kerensky dated June 25, 1897, addressed to the military governor of Ferghana region by the governorship of Turkestan, allowed the opening of a women's school in the city of New Margilan (Ferghana). and its annual maintenance costs 1465 rubles. The letter also contains two classrooms, primarily spacious, light, with a capacity of up to 50 students; a library and changing room for teachers; a separate living room with two rooms for teachers; other employees are instructed to find a room with the premises they need. In addition, the building should have a storehouse, a firewall to store its belongings and necessary supplies, and it will highlight the need to rent a residential building as close to the campus as

possible so that students from all over the city can easily attend the school [3, p.10-11].

In accordance with the instructions, in 1897 under the direction of the city's chief architect Eduard Andreevich Bruno, a new, specialized building for women's education was built. Information on the location of the school, its structure and benefits is detailed in the annual report of the gymnasium in 1917. According to him, the building of the women's gymnasium was located at the intersection of Konstantinovskiy and Governor streets, near the former governor's court, and it was a small one-story brick building. In 1912, 6 rooms and a corridor were added to the building. As of 1917, the gymnasium had a lobby, a service room, two changing rooms, a conference room, 18 rooms (classrooms, a teacher's room, a music room, a dining room), 3 corridors, a kitchen for breakfast, and two toilets. In addition, the old building of the gymnasium had an apartment where the director lived, and the outside was an open-air office [4, p.7-8].

Prior to 1901, four-year-old women's school taught religious education, Russian language, history and geography, arithmetic, philanthropy, and labor. After the school was converted into a female gymnasium this year, the study was extended to 7 years. Pupils from 1st to 7th grade also studied algebra, geometry, pedagogy, physics, astronomy, French, German, fine arts, gymnastics and dance. In general, the disciplines are compulsory and optional. Foreign language and dance classes are optional, with additional fees paid by students for coaching.

The classes at the gymnasium began on August 15 and lasted until June 15 of the following year. During the school year, students are given holidays during holidays. According to the rules, students from the gymnasium are not allowed to enter the city after 9 pm, and they are prohibited from entering the cinemas without their parents or their substitutes.

In the corresponding fund of the Central State Archives of the Republic of Uzbekistan, according to the annual reports of the gymnasium, the number of students and staff of the gymnasium varies over the years:

Table 1. Information on the number of students in the gymnasium [5]:

Years	Total number of pupils	Including,							
		Тайёрлов синфи	Class-1	Class-2	Class-3	Class-4	Class-5	Class-6	Class-7
1906	276	42	47	37	42	42	23	22	21
1907	291	35	49	48	36	38	35	28	22
1908	299	The distribution of students by grade is not shown							
1909	328	41	28+28	44	46	43	35	36	27
1910	349	The distribution of students by grade is not shown							
1911	370	The distribution of students by grade is not shown							
1912	365	41	41	46	31+36	45	23+28	40	34
1916	279	The distribution of students by grade is not shown							

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1917	332	The distribution of students by grade is not shown
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According to the above data, in some years the number of students per class varies by the number of students who have moved from other cities or who have not been able to take the next class. In some

years, however, because of increased demand for first grade admissions, parallel classes have been opened. The following table provides information about gymnasium staff:

Table 2. Information on the number of employees in the gymnasium [6]

Position of servants	Number of servants, by the years							
	1906	1907	1908	1909	1911	1912	1916	1917
Total number of servants	29	29	27	28	27	27	27	27
The school inspector	1	1	-	-	1	-	1	-
Director, Chairman of the Pedagogical Council	1	1	1	1	1	1	1	1
General Inspector	1	1	1	1	1	1	-	1
Teacher of law education	1	1	1	1	1	1	1	1
Teacher of religion education	1	1	1	1	1	1	1	1
Teachers of science	10	10	9	8	7	7	9	8
Teacher of art	3	3	3	4	3	3	3	2
Teacher of Vocational Education and Drawing	1	1	1	1	1	1	1	1
Inspectors	8	8	8	9	10	10	9	8
Other servants	2	2	2	2	1	2	1	4

The results of a study of the religious affiliation and national composition of women studying in the gymnasium show that the vast majority of students are Orthodox Christians. Then came Catholics, Jews, Armenians, and other believers in Christianity.

However, there were a small minority of students in the Muslim faith. The table below provides an overview of the religious and national composition of gymnasium students over the years [7, p.56]:

Table 3. Information on the national and religious content of students:

Years	Total number of students	Including national and religious beliefs					
		Orthodox	Catholic	Armenian	Believers in another stream of Christianity	Jew	Muslim
1906	276	243	8	4	3	17	1
1907	291	252	9	6	4	18	2
1908	299	262	7	5	4	19	2
1909	328	291	8	5	3	18	3
1910	349	309	8	6	4	18	4
1911	370	317	11	7	4	24	7
1912	365	318	8	6	5	23	5
1916	279	246	5	6	1	19	2
1917	332	300	5	6	2	18	1

Table 4. Information on social class of students:

Years	Total number of pupils	Including, social degree						Girls of peasants (foreigner)
		Girls of rich families	Daughters of the officials	Rukhani's daughters	Daughters of Honorable Citizens and Businessmen	Little tradesman	Kazak girls	
1906	276	-	156	6	10	75	4	25
1907	291	-	173	4	8	70	3	33
1908	299	4	163	3	79	-	1	36
1909	328	4	172	2	86	-	2	53

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1910	349	No information is given on the social class of students						
1911	370	3	193	4	7	125	2	36
1912	365	11	172	4	9	115	1	53
1916	279	23	83	6	15	90	6	55(+1)
1917	332	18	80	6	6	108	7	89

As can be seen from the table, the majority of the students of the gymnasium were children of officials and nobles, and from 1906 to 1912, they accounted for 59.7% of the enrolled students. Only in 1916 and 1917 their numbers declined sharply, accounting for 24-29% of the total enrolled girls. From 1911 to 1917, the admission of girls from small traders and craftsmen to the gymnasium increased, reaching 31-34% of the total number of students. In the gymnasium, the proportion of children from dehqan families was 9-16% on average over the years, but in 1916 and 1917, their share in the gymnasium increased by 19-26%. The children of nobles, priests and Cossacks were a minority in all the years of the gymnasium.

Students who have completed the full course of gymnasium are given certificates and certificates in due course. As noted in paragraph 14 of the Women's Gymnasium Charter, students who have completed the seventh grade and have listened to special courses are qualified as home teachers if they are awarded gold and silver medals. Students who were not rewarded with gold and silver medals had completed seventh grade and attended special courses, but had the right to coach at home without any tests. Students who did not complete the gymnasium for a variety of reasons were given certificates, and were eligible for primary education at the national educational institutions when they turned 16 and worked as a teaching assistant for six months [8].

It should be noted that most of the teachers and mentors involved in the gymnasium are Russians, and their lives here have not always been smooth. In a letter addressed to the head of the Turkestan Educational Institutions, the teacher of gymnasium drawing, Evlampy Madji, said he needed to make changes to the gymnasium's teaching system. According to him, the gymnasium had suggested to

the director of the gymnasium that the curriculum should be redistributed for curriculum and drawing lessons, and that the director had considered and rejected the issue. Lesson hours are planned for drawing lessons, so Evlampy Madji has repeatedly approached the gymnasium director about combining the 6-7 forms of gossip in one room and allocating the saved hours to the drawing lesson [9]. Elampee Madji's attempt to write such a letter was to earn a living wage at the expense of a modest increase in class hours and to improve the standard of living. In his note to the end of the letter, he also mentioned the financial and living conditions in Turkestan, where he mentioned the high cost of primary goods. In addition, he said he could not live on a salary of 142 rubles per month (Evlampy Madji also said he would earn 142 rubles) and teachers with no children or children could earn at least 200 rubles. However, the Elampee Madge had five children [10].

Conclusion.

In general, the conquest of Turkestan by the Russian Empire began to change here, along with the political-administrative colonial system, as well as in the cultural and educational spheres. Among the educational institutions established by the colonialists in the cities of Turkestan for the children of Russian settlers, women's gymnasiums also played a special role. Such educational institutions were originally created exclusively for the representatives of the European population, but were later used to bring the local population closer to the Russian Empire. However, as it is seen from the above data, children from the European population were mainly educated in women's gymnasiums, and there were very few children of indigenous origin.

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