

**THE EDUCATIONAL REFORMS OF TSARIST RUSSIA IN TURKESTAN AND
THE ROLE OF GENERAL VON KAUFMAN**

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Annotation. This article is dedicated to the educational reforms carried out by Tsarist Russia in Turkestan in the 19th century, as well as the role of General-Governor Konstantin Petrovich von Kaufman in this process. The Russian Empire sought to control the education system in Turkestan and align the local population with Russian culture and values for its own purposes. Under the leadership of von Kaufman, Russian-native schools were established, with the aim of educating the local population in the spirit of loyalty to the empire. The Russian government sought to limit national and religious education systems, attempting to adjust them to Russian influence. The article discusses the impact of the educational reforms on the cultural life of Turkestan, von Kaufman's educational policies, and the process of establishing control over the local education system.

Keywords: Turkestan, Konstantin Petrovich von Kaufman, Tsarist Russia, Educational Reforms, Russian-Native Schools, Local Education System, Cultural Influence.

From the mid-19th century, the Russian government sought to adapt the traditional educational system in Turkestan to align with its political and cultural interests, making concerted efforts to bring education under its control. The Russian Empire aimed to spread Russian culture and language in Turkestan as a means of producing loyal officials from among the local population. Additionally, Kaufman's educational reforms carefully balanced oversight of local traditions and religious beliefs, with the goal of shaping personnel to support Russian policies.

For the Russian imperial government, controlling the spiritual life in Turkestan and "Russifying" the national education system was of great importance. Initially, the objective was to control the national educational system, eventually bring it fully under Russian influence, and ultimately, orient the local population toward Russian culture and values. Although Turkestan's first general-governor, K.P. von Kaufman (1867–1882), formally announced a policy of non-interference with local customs and religious ceremonies, in practice, Russification efforts were endorsed. This included diminishing the significance of Muslim schools and madrasas, thereby exerting influence over the spiritual life of the local population through education.

Under Kaufman's administration, several reforms were introduced to establish a unified system for managing educational institutions in the Turkestan Governor-Generalship. After its establishment, the Russian government began efforts to adapt the traditional educational system in the region to its own interests, and education was brought under state control as part of its policy. Educational policy in Turkestan was managed through directives issued by the general-governors. A significant part of these reforms involved establishing state schools for the local population, where Russian language instruction was mandated. Additionally, the government emphasized non-interference with the religious beliefs of the local population as an official policy.

General-Governor Konstantin Petrovich von Kaufman played an important role in these efforts, paying close attention to the introduction of the Russian education system in Turkestan. His initiatives aimed to promote Russian education among the local population while simultaneously strengthening Russian influence. Kaufman pursued the establishment of Russo-native schools to promote Russian language and culture and to instill a sense of loyalty to Russia in the new generation. Government policy in this regard was guided by official decrees, which approached local customs and traditions with caution. The Russian administration underscored non-interference with the local population's religious beliefs to avoid provoking public discontent. Nonetheless, through its education policy, the Russian Empire sought to redirect Turkestan's educational system to serve its interests, with a focus on spreading Russian language and culture. Under Kaufman's leadership, Russo-native schools were established with the primary aim of acclimating the local population to Russian culture and instilling loyalty to the Empire.

On January 1, 1876, the Main Directorate of Education for the Turkestan Region was established under the Russian Empire's Ministry of Public Education to centrally manage the educational system in the region. Through this directorate, the Russian government aimed to control and align Turkestan's education system with Russian political objectives. In 1879, a "Guide for Supervisors of Public Educational Institutions in the Turkestan Region," consisting of 65 sections, was created. This guide placed all traditional and Russian educational institutions in the region under centralized supervision, giving the government control over any changes in the local educational system and allowing it to adapt curricula to align with Russian interests.

Under General Kaufman's leadership, these measures gradually implemented Russia's educational policies in Turkestan, laying a foundation for the spread of Russian culture and education in the region.

In 1870, a law regarding measures for educating Muslim communities was enacted, mandating that education for Muslim populations across the empire serve the colonial metropole's interests. In 1873, Governor-General K.P. von Kaufman presented the "Plan for Organizing Public Education and Educational Activities in the Turkestan Region." According to this plan, Russian-native schools were to be established for local children as an alternative to religious schools. The imperial administration believed that only such schools could facilitate the Russification of the local population. By decree of the Russian Emperor on May 17, 1875, the Turkestan Directorate of Educational Institutions and the position of Chief Inspector of Educational Institutions were established. This directorate was authorized to oversee not only Russian schools but also local educational institutions (traditional schools, madrasas, and Quranic schools).

Since the education policy in Turkestan was based on a military public administration system, primary financial matters were handled directly through the Ministry of War. Due to Turkestan's distant location from central Russian institutions, the Governor-General was given special authority over financial issues. Until 1917, the military administration's involvement in funding educational institutions in the region played a significant role, which had a somewhat negative impact on the development of the education system.

Financial issues hindered the sufficient development of education in Turkestan. Funds allocated by the military administration were often redirected toward maintaining security and political stability in the region, which impeded the effective development of the local education system. Consequently, challenges arose in fully implementing Russian educational policy objectives.

The number of students in Turkestan's schools varied considerably by region. In rural areas, the average number of students was around 10-20, while in urban areas, this number could reach 50-60. The knowledge and skills of the teachers also affected student numbers. Additionally, the lack of structured, curriculum-based educational programs was identified as one of the biggest challenges in the educational process.

Schools across the region lacked government funding, which had a significant negative impact on the quality of education. Financial support for schools primarily came from the local population, community assistance, religious endowments, and charitable donations. Even private schools were often established by officials, wealthy individuals, and religious figures, while general schools were built with the support of local communities. This situation further complicated efforts to transform education into a centralized and effective system.

*During General Kaufman's administration, efforts were made to implement reforms to address these issues, but financial constraints and reliance on local communities hindered full realization of his plans.

In the colonial period, the national education system in Turkestan, particularly the madrasas, retained some traditional governance structures that had developed over centuries. However, the imperial government issued various decrees aimed at bringing madrasas under control. Initially, the Turkestan governorate's administration followed a policy of non-interference with national education, avoiding external intervention in the local education system. However, this approach later changed. The imperial administration began to focus not only on monitoring madrasas from the outside but also on controlling their internal operations, particularly concerning the subjects taught, curricula, and management. Such oversight became part of a broader policy to fully align the national education system, especially religious institutions, with Russian interests.

From the 1880s onwards, Russian colonial administrators began to place Turkestan's madrasas under the control of Russian educational authorities, intervening in their internal activities. During this period, permission from the regional Chief Inspector of Educational Institutions was required to establish any new madrasas. In general, the educational process in madrasas throughout Central Asia was considered outdated and lagging behind contemporary advancements. Nonetheless, due to the significant intellectual leaders produced by the madrasas, Governor-General K.P. von Kaufman regarded them as more threatening than the national schools.

General Kaufman viewed madrasas as a threat to colonial policy, and therefore took a series of measures during his rule to accelerate their decline. For instance, traditional management positions within madrasas, such as "alam" and "mutavvalliboshi," were abolished. These measures weakened the autonomy of madrasas, aiming to fully subordinate them to Russian policy. Such policies served to restrict the local education system and increase Russia's cultural influence.

Once the colonial government took control of religious endowment properties (waqf), it gained a stronger hold over the governance of madrasas. As income from waqf properties constituted the main financial source for madrasas, by controlling these funds, the government could significantly impact their operations. In this context, an instruction from the regional chief inspector to the third inspector stipulated that spending revenue from waqf properties required official authorization.

As a result of such measures, from 1873 onward, a portion of the waqf revenues from various madrasas began to be transferred to the state treasury. This not only restricted the financial

independence of madrasas but also opened additional avenues for placing them under complete imperial control. The regulation of waqf properties became a crucial tool in aligning madrasas with colonial policies, allowing the administration to establish even greater authority over these institutions.

Among the graduates of major madrasas in central cities were government officials, highly qualified educators, and even individuals employed in government systems. Such prominent madrasas were recognized as central centers of learning, producing high-caliber personnel, whereas smaller madrasas primarily focused on training schoolteachers, local mosque imams, and other religious figures.

As government control over madrasas intensified, deeper mechanisms were developed to scrutinize and manage their activities. Specifically, in appointing candidates for teaching positions, nominees underwent strict vetting, with a priority placed on their loyalty and favorable disposition toward the Russian government. For example, a report dated December 21, 1893, from the head of the Samarkand district to the third inspector noted the appointment of Mulla Abdulkhikim Normammedov as a teacher at the Nadir Divan-Begi Madrasa, recommending him as a trusted and loyal figure to the Russian government.

Such reviews considered not only the personal views of candidates but also their influence within the local community. Each nominee's reputation and influence among the community were examined to ensure they would not promote ideas contrary to government policy in the educational process. Additionally, individuals loyal to the government were chosen for leadership roles within madrasas to align the curriculum with Russian government policies. This approach aimed to fully subordinate local educational institutions to colonial authority, using them to serve administrative interests and ensuring madrasas adhered to government control.

The Russian imperial government viewed the implementation of a Russian educational system in Turkestan as a core task and took extensive measures to spread Russian culture and language in the region. Russian and Russo-native schools in Turkestan operated based on the Russian educational system, intended to teach the local population the Russian language and culture, thereby fostering loyalty to the empire. These schools also played a significant role in providing additional educational opportunities for the Russian population in Turkestan.

In conclusion, the educational reforms of the Russian Empire in Turkestan aimed to assimilate the local population into Russian culture and imperial values. The educational policies, implemented under the leadership of General von Kaufman, focused on transforming the

traditional local educational system by establishing full control over madrasas and newly created Russo-native schools. Despite the government's efforts to spread its policies widely among the local population, it could not halt the national awakening process. The Jadid movement and new-method schools inspired local communities to pursue educational development independently of the Russian system, laying the groundwork for the formation of national enlightenment in Turkestan.

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