

A RESEARCH ON ENGLISH HIGH SCHOOL FOR BOYS IN ISTANBUL: STUDYING THE 1927-1932 TERM

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Abstract

This is a study which investigates the history of English High School for Boys (EHSB) in Istanbul. The originality of this paper will be its study in High School's archive: the examination marks registries between 1927 and 1932 are transcribed-which are the most ancient records in High School archive. There will be a history part, and another part on transcription & analysis of examination marks registries. With a first introduction and a last assessment sections, the study will be completed.

Key Words: English High School for Boys in Istanbul, Nişantaşı Anatolian High School, EHSB, education history, NAL.

Özet

Bu çalışma, İstanbul İngiliz Erkek Lisesi'nin tarihi üzerinedir. Çalışmanın farklılığı, araştırmanın Lise'nin arşivlerine dayanıyor oluşudur: 1927-1932 yılları arasındaki sınav notları kayıtları –Lise'nin arşivindeki en eski kayıtlardır- çözümlenmiştir. Çalışmada bir tarihçe ve bir de sınav notları kayıtlarının analizi bölümü olacaktır. Çalışma, giriş ile son değerlendirme bölümleriyle tamamlanacaktır.

Anahtar Kelimeler: (Eski) İngiliz Erkek Lisesi, eğitim tarihi, EHSB, Nişantaşı Anadolu Lisesi, NAL.

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While Starting

Studying on English High School for Boys (EHSB) in Istanbul, firstly, is quite difficult. In literature, there were numerous valuable sources on missionary/foreign schools in Istanbul, from Ottoman era, till today. However, almost all of them have very little certain historical and/or educational information on EHSB. One of the reasons of this matter is quite complicated history of EHSB-moves and confusing with the *English High School for Girls (EHSG) in Istanbul*-. Another reason is the argument of dispatching the materials of EHSB to Britain after turning into an Anatolian High School on 1979. Regardless, the situation makes harder to work on it. It will be seen on history part, as writing a certain past of EHSB; and on transcription of documents part, as changing systems on registration of marks. Therefore, while writing down the history, it will be used the Alumni Association of English High School and Nişantaşı Anatolian High School-new name of EHSB after ceding of Turkish Ministry of Education- sources, basically, on this study.

Secondly, working on an old time makes the situation harder. The referred time zone of 1927-1932 is the most ancient one on including its original records. While investigating this time zone of EHSB, it is also noticed the transformation of the school's system in parallel with the transformation of Republic of Turkey. And changing systems, sometimes, stiffens to analyze. Following to these clarifications, the show can commence with history section.

English High School for Boys in Istanbul: History

The story commences on 1905, in *Kuledibi, Galata*. The Ambassador of the State of British Crown, Mr. Waugh pioneers to establish of a "Boys School"¹ with causing to bring a director and a deputy director from Britain, and with providing French and Turkish teachers from Istanbul². Education starts on 1905,

¹ "Okul Tarihiçesi", English High School'lular Derneği, accessed on December 29, 2011, http://www.ehsonline.org/tr/cooperate_school_history.asp.

² "Tarihimiz", Nişantaşı Anadolu Lisesi, accessed on December 29, 2011, <http://www.nisantasi.k12.tr/okulumuz/tarihimiz/>.

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with 31 students-19 British and 12 other nationalities³-, in Kuledibi. Later, Sultan Abdulhamid II donates another land in *Firuzaga* to British Embassy for a new school⁴. For the cause of being not eligible for a school on last donated land, British Embassy contacts for a new and eligible land for school, with Sultan Murad V. And Sultan gives a special *Firman* on April 12, 1911, to British Embassy; for granting the rights of selling *Firuzaga* land, keeping its financial gains after selling, and also donating today's place in *Teşvikiye/Nişantaşı* for only the use of a school⁵. On year after⁶, education starts on *Nişantaşı* place, on a 5-floors wooden building⁷. On 1920, a fire breaks out in wooden building, and the reparation costs high. Till 1930, Boys School is managed by Mr. Whittall-as the Chairman of the Board of Trustees of "School Fund". On 1930, management authority of "School Fund" transfers -from Mr. Whittall- to British Embassy. Another transformation on Turkish authorities is there; the year of 1924 is the change on having authority on Boys School from *Firman-Sultan-* to the Republic of Turkey. On 1946, the power of "School Fund" is shifted to "*English Society*"-the English people live in Istanbul⁸. After the World War II, student numbers of School increases⁹. On 1951, the School acquires the "high school" status-which means *to accept schoolgirls to the holy headquarter of Boys' High School*¹⁰, with Mr. Deleon words-who is a mathematics teacher for 30 years and one of the deputy directors of EHSB. The High School part is prepared on the top floor of building, where was the dormitories of borders and housings of teachers¹¹. Because of the inadequateness of building for increasing numbers of students, a permit for an

³ Ibid.

⁴ Ibid.

⁵ Ibid.

Also, the *Firman* is available on T.C Prime Ministry Ottoman Archives. One copy of the original document and its Turkish transcription are investigated during this study.

⁶ "Okul Tarihiçesi", English High School'lular Derneği, accessed on December 29, 2011, http://www.ehsonline.org/tr/cooperate_school_history.asp.

⁷ "Tarihimiz", Nişantaşı Anadolu Lisesi, accessed on December 29, 2011, <http://www.nisantasial.k12.tr/okulumuz/tarihimiz/>.

⁸ "Okul Tarihiçesi", English High School'lular Derneği, accessed on December 29, 2011, http://www.ehsonline.org/tr/cooperate_school_history.asp.

⁹ "Tarihimiz", Nişantaşı Anadolu Lisesi, accessed on December 29, 2011, <http://www.nisantasial.k12.tr/okulumuz/tarihimiz/>.

¹⁰ "Unutulmayan Kişiler-Isaac Richard Deleon", English High School'lular Derneği, accessed on December 29, 2011, http://www.ehsonline.org/tr/nostalgia_unforgetables.asp?ID=3.

This is also seen on Student Registries Documents of EHSB in the archive.

¹¹ Ibid.

extra building is obtained on 1955, which refers to be the first foreign school extended after the Treaty of Lausanne¹². (The Treaty of Lausanne, with its 40th and 41st articles from *The Convention on the Settlement and Judicial Authority*, regulates the opening, renovation and extension of minority schools to special permit from Turkish State; and with reciprocal letters of Turkish and British & French & Italian parties, these two articles of Lausanne are run for those states' schools in Turkey.¹³) However, with the departures of secondary school students of High School to Robert College¹⁴, this status is left on 1969.

On the year of 1971, the Queen of England Elisabeth II, her husband the Duke of Westminster Philip and their daughter Princess Anne visit the school. Because of economical insufficiency, it starts the calls for economical help on 1973. When this problem can not be solved, on 1979, English High School for Boys is ceded to Turkish Ministry of Education, with a special protocol between Minister Mr. Necdet Uğur and British Ambassador Mr. Derek Dodson¹⁵. From that time, the school is named and known as *Nişantaşı Anatolian High School*.

Here, it should be noted the concentration of *Osmanlı İmparatorluğu'nda Yabancı Okullar*-İlknur Polat Haydaroğlu. İlknur P. Haydaroğlu pronounces¹⁶ the establisher of EHSB as *W.N. Birks*. This work is one of the basic sources in its literature, namely, a/only source for the latter studies. However, this name of W. N. Birks is not referred on any sources of EHSB or *Nişantaşı Anatolian High School*-also on internet or *The UK in Turkey*¹⁷-. The more, it could not be found the information about W. N. Birks. This name and source of İlknur P. Haydaroğlu surely is a precious approach in literature; yet, there is no reference to W. N. Birks name in any of EHSB and *Nişantaşı Anatolian High School* parties. As utilizing from/basing on EHSB archive, the name of "W. N. Birks" does not comply the puzzle. With clarifying this point, telling the history of

¹²"Tarihimiz", Nişantaşı Anadolu Lisesi, accessed on December 29, 2011, <http://www.nisantasiial.k12.tr/okulumuz/tarihimiz/>.

¹³ Baskın Oran, "Lausanne Barış Antlaşması", *Türk Dış Politikası, Kurtuluş Savaşı'ndan Bugüne Olgular, Belgeler; Yorumlar*, Baskın Oran (ed.), vol. 1, (Istanbul: İletişim Press, 2009), p 235.

¹⁴ Ibid.

¹⁵ "Okul Tarihiçesi", English High School'lular Derneği, accessed on December 29, 2011, http://www.ehsonline.org/tr/cooperate_school_history.asp.

¹⁶ İlknur Polat Haydaroğlu, *Osmanlı İmparatorluğu'nda Yabancı Okullar*, (Ankara: Kültür Bakanlığı Pres, 1990), p 126.

¹⁷ "Türkiye'deki İngiliz Büyükelçiliği Advanced Search", *The UK in Turkey*, accessed on December 30, 2011, <http://ukinturkey.fco.gov.uk/tr/advanced-search?post>.

EHSB ends here. It is time for focusing on the most ancient archive documents of EHSB now.

From One Perspective, 1927-1932 Time Zone of EHSB

On this section, it is going to be revealed the analysis of the examination marks registries of EHSB between the years of 1927 and 1932. There are three books of registries belong to the terms of 1927-28, 1930-31, and 1931-32, as the most ancient ones. While the 1927-28 and 1930-31 books are not clear on their seasons, 1931-32 book has the registries of summer term. By the way, according to the information gotten from S. Büyükkarcı, there were three terms/seasons in an education year on EHSB: first term launches with the start of the season till 23rd December; second term is between 8 January and 31 March; third term begins on 14th of April till the end of the educational end of term¹⁸. This information confirms the last registry book –it is going to be checked- of EHSB. However, as said above, for the first two registries book, there is no certain specification about their seasons.

Then, two points are here: the success rating and the footnote style in this study. On all analyses, it will be evaluated according to the 50/50 rate-half of whole points on total calculations and 50 points on each examination mark (whole point is 100 on an examination mark). Means for a 10-course class, full point is 1000 and the successful one got their points higher than 500. And about footnotes, it should be done an explanation. There are the records of student imprints, and the records of year-end and term-end examination results in Nişantaşı Anatolian High School Archives, and on this study, it is going to be viewed three of the examination results registry books-the most ancient three books in the archive. As far as it is researched, there were no mentions on this archive, so there should be a footnote style for this study. However, in archive, the documents are not classified so regularly. For example, the first records book calls as “İngiliz Hay Skul Erkek Mektebi 1927-1928 İmtihan Nümeroları”, and second records book calls as “English High School Erkek Mektebi 1930-1931”. There could be one more “English High School Erkek Mektebi 1930-1931” which could include the student profiles. Because of that complexity, the footnotes in this study will be like this: “English High School 1927-1928

¹⁸ Süleyman Büyükkarcı, “İngiliz Okulları ve Tarihi Gelişimi”, *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi* 6, (1999), p 189.

İmtihan Nümeroları, VI Sınıfı” will be footnoted with full name of the book, as “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class VI”.

Apart from the registry books, there should be noted one more point about the courses by classes. On registry books, we have the course names, but it is not seen the hours of the courses. Also, the oldest document had been reached, that regulates the hours and courses of every class, is the year of 1938. And this study’s focus is for the years between 1927 and 1932, as known. This situation hardens to analyze as %100 correctly. This irregularity of –reaching to- old sources directs to make and consider and reveal the possible comments for the referred time zone. Now, 1927-28 registries book analysis can start.

English High School 1927-28 Examination Marks Registries¹⁹

On this book, it flashes the usage of Arabic letters on writing down everything. For the cause of not having Letter Revolution of young Republic of Turkey at those times, everything in this book is written in both Arabic and Latin letters. Because of the characteristic of Arabic writing style, lines are started to be written from the right side. Student names, course names, class information, examination marks (numbers), even the seal of EHSB; all is written both in Latin and Arabic letters. But, the seal of state authority-responsible with controlling this book- is all in Arabic letters, while the inspector’s handwriting, which confirms the book, is all in Latin letters. One more remarkable point is the female inspector, as could be apprehended from the name.

First page of this book is the **Senior Special Class²⁰**. This class has 13 students, 7 of them are Muslims, and 3 of them are Armenian originated students-as understood from their names. There are 9 courses this class has, which will be given below with the success rates*:

- French: 2 of 5 students are successful
- Composition: 5 of 13 students are successful
- Reading: 7 of 13 students are successful

¹⁹ “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks”, Nişantaşı Anatolian High School Archives.

²⁰ “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class Senior”, Nişantaşı Anatolian High School Archives, p 1.

* Esteemed “succesful” ones are evaluated according to have marks higher than 50 points out of 100.

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- Dictation: 4 of 13 students are successful
- Grammar: 5 of 13 students are successful
- Arithmetic: 5 of 13 students are successful
- Turkish: 8 of 13 students are successful
- Turkish Geography: 5 of 5 students are successful
- Turkish History: 4 of 5 students are successful
- Total: On total marks-which are calculated with totaling all marks of all courses of one student; here 900 points is the highest mark for the end of this term, with having 9 courses maximally for a student-, there are 3 successful students on total marks-if the total success mark of a student is calculated as 450 points out of 900, as referred above-.

If this class is regarded as the youngest class in EHSB, for that year/term, this rate of success is a start for them. And it will be observed the higher marks on higher classes of the school. Then, the courses named as *Grammar*, *Composition*, *Reading* and *Dictation* should mean the language of English's branches, as being an English-originated foreign school. Another point is the less students of some courses-this could be commented that seeing the less-student-classes as elective courses. It also could be that those courses could be gotten before by the students are not in that course-*exempted* ones (for the remaining of the study, it could be evaluated like this). And, checking the 1938 *the Guide of Culture Courses in Minority and Foreign Schools*²¹ on shows that the courses should be given to students are *generally* delivered to them-Turkish, Turkish History and Turkish Geography-. On 1938 Guide, there are also *Turkish Civics* and *Military Service (Askerlik)* courses should be given to the first senior school students; however, with this comparison, it means to try to evaluate the 1927-1928 term with the rules of 1938. In any case, the situation for that class is like above, on courses and success rates.

Second page of the book is for **Form Special I A-B**²²- this class should refer the second year of senior section of High School, with two branches, probably. It has 28 students, 15 of them are Muslim-as understood from the names-. This class has 10 courses, with the success rates is given below:

- Writing: 20 of 28 students are successful

²¹ "Ortaokullar ve Liseler", *Azınlık ve Yabancı Okullarda Kültür Dersleri*, (İstanbul: İstanbul Öğretmenleri Yardım Cemiyeti Press, 1938), p 68.

²² "İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class I A-B", Nişantaşı Anatolian High School Archives, p 2.

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- Arithmetic: 21 of 28 students are successful
- Turkish: 19 of 28 students are successful
- French: 9 of 14 students are successful
- Drawing: 12 of 26 students are successful
- Recitation: 21 of 28 students are successful
- Reading: 22 of 28 students are successful
- Dictation: 21 of 28 students are successful
- Composition: 20 of 28 students are successful
- Grammar: 22 of 28 students are successful
- Total: 23 of 28 students are successful (having 500 and higher points on all courses out of 1000 total points)

The change & increase on students' marks could be observed clearly, on comparing with the previous class. And comparing the courses with 1938 guide shows almost same results with the previous class. Maybe, as a last attach, about the 4 unsuccessful students in the class, it could be noted that they are generally unsuccessful ones on all courses.

Third page of the book is owned by **Second Form**²³-supposed to be the upper class of the previous. This class has 23 students, 6 Muslim and 4 Greek originated students are there. The courses and success rates are below:

- Geography: 5 of 23 are successful
- History: 10 of 23 are successful
- Reading Literature: 15 of 23 are successful
- Dictation: 18 of 23 are successful
- Composition: 11 of 23 are successful
- Grammar: 13 of 23 are successful
- Turkish: 13 of 23 are successful
- French: 11 of 22 are successful
- Arithmetic: 7 of 22 are successful
- Turkish Geography: 1 student of this course, who is unsuccessful
- Turkish History: 1 student of this course, who is successful
- Total: 5 of 23 students are successful (550 points out of 1100 total points)

²³ “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class II”, Nişantaşı Anatolian High School Archives, p 3.

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These data could be commented as close with the previous class. An addition may be that new *Geography* and *History* courses are not so successful for the cause of being new for students (these courses should refer the world history and geography). This assessment verifies the very low rate of success in this class.

The new class names as **Third Form**²⁴. This class has 26 students, 7 of them are Muslim as observed from names. The courses are delivered below, with success rates:

- Arithmetic: 7 of 26 students are successful
- French: 12 of 26 students are successful
- Reading ... (cannot be read): 15 of 26 students are successful
- Turkish: 14 of 26 students are successful
- Science: 9 of 26 students are successful
- Geography: 8 of 26 students are successful
- History: 15 of 26 students are successful
- Literature: 10 of 26 students are successful
- Dictation: 15 of 26 students are successful
- Composition: 22 of 26 students are successful
- Grammar: 11 of 26 students are successful
- Total: 14 of 26 students are successful (550 points on total of courses out of 1100)

Here, the course of *Arithmetic* has surprising results on success rates, being as a course from the first year of High School. It can not be known the teacher of this course, from the registries; but this unsuccessfulness could be evaluated as having a new teacher for this course, or having new and harder subjects on this course. For the course of *Science*, it could be observed of being given this course for first time to this class of students. The little success on this course might be related with this. And for general of the class, it is observed from document that on total points, there are two groups of students: 3-5 students from class have really high points on total marks, and 3-5 of them have quite low points; remaining part of class have average points on total marks. As

²⁴ “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class III”, Nişantaşı Anatolian High School Archives, p 4.

a notable thing, it is also observed that there are no *Turkish History & Turkish Geography* courses for this class.

Next class is **Fourth Form**, which, exclusively unto, has two branches: **Upper IV** and **Lower IV**²⁵. **Upper IV** one has 6 students, whose all are non Muslim students. Checking their courses gives the information below:

- Grammar: 5 of 6 students are successful
- Composition & Dictation: 6 of 6 students are successful
- Reading & Literature: 5 of 6 students are successful
- History: 1 of 6 students is successful
- Geography: 5 of 6 students are successful
- Physics: 3 of 6 students are successful
- Turkish: 5 of 6 students are successful
- Turkish History: No Student
- Turkish Geography: No Student
- French: 6 of 6 students are successful
- Mathematics: 4 of 6 students are successful
- Total: 4 of 6 students are successful (550 points out of 1100 points/11 courses)

Total points of class, when investigating the original document, show that 2 of 6 students from this class have super high marks, other 2 of the class have average points on total mark, and other 2 of them have pretty low points when compared with others. Generally, all courses are on pretty high success rates; apart from *History*. This exception possibly means that the teacher of that course is changed. Lastly, having no students on *Turkish History & Turkish Geography* courses means to have no Turkish (Muslim or non Muslim) students on this class.

The class of **Lower IV** has 21 students, and checking the names tells that *approximately* 6 of this class are Muslim students, 4 of them are Greek originated, and 6 of them are Armenian originated students. They have the same courses with the Upper IV, and the success situation is given below:

- Grammar: 13 of 21 students are successful
- Composition & Dictation: 16 of 21 students are successful
- Reading & Literature: 12 of 21 students are successful

²⁵ “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class IV”, Nişantaşı Anatolian High School Archives, p 5.

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- History: 5 of 21 students are successful
- Geography: 10 of 21 students are successful
- Physics: 15 of 21 students are successful
- Turkish: 16 of 21 students are successful
- Turkish History: 4 of 4 students are successful
- Turkish Geography: 4 of 4 students are successful
- French: 19 of 21 students are successful
- Mathematics: 19 of 21 students are successful
- Total: 8 of 21 students are successful (550 points from total of 11 courses)

Looking to the total success rate shows it as pretty low. Here, -and on all classes in this study-, the Turkish (Muslim or non Muslim) students' number in whole students of that class, and the attachment of *Turkish History & Turkish Geography* courses to total evaluation are effective. However, looking marks course by course gives more successful results. And for this class, *History* and *Geography* marks are quite low, which could be commented as related with teachers, cause on Upper IV class has surprising marks on *History* class, too.

The next class is **Fifth Form**²⁶, which has 11 students-3 of them are Muslim. The courses and the success rates are given now:

- Grammar: 2 of 11 students are successful
- Composition: 6 of 11 students are successful
- Dictation: 7 of 11 students are successful
- Reading & Literature: 8 of 11 students are successful
- History: 6 of 11 students are successful
- Geography: 7 of 11 students are successful
- Science: 6 of 10 students are successful
- Turkish Language: 6 of 11 students are successful
- Turkish History: 3 of 3 students are successful
- Turkish Geography: 3 of 3 students are successful
- French: 8 of 11 students are successful
- Mathematics: 4 of 11 students are successful
- Total: 4 of 11 students are successful (600 points out of 1200)

²⁶ “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class V”, Nişantaşı Anatolian High School Archives, p 6.

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Generally, this class' marks are quite average or low on courses. *French* course is the most successful one for this class. The unsuccessfulness of *History*, *Geography* and *Science* courses could be related with teachers-if accepting that same teacher gives these lessons to all classes in High School-, or might be related with the newness of them for students-not taking those courses from the first class in High School-. And, when this situation is united with the low success rates on courses of *Grammar*, *Turkish Language* and *Mathematics*-the courses are given regularly from the first class of High School-, this would mean the unwillingness of students for having high marks-this class may be commented as not hardworking-. However, looking to student names shows that the students in this class-apart from Muslim ones-, generally, are from Europe, have different names (would mean to come from different countries); so, they could be diplomat sons, which might mean these students were not High School on earlier years, and which may explain the low success rates of this class.

The last class on this book is **Sixth Form**²⁷, which is the highest class in High School on that year/term. This class has 15 students, 5 of them are Muslim, 3 of them are Greek originated, 1 of them is Armenian originated and 1 of them is Jew originated students. Their courses and success situations are below:

- English Literature: 9 of 14 students are successful
- Grammar: 11 of 15 students are successful
- Composition: 11 of 15 students are successful
- Turkish: 7 of 11 students are successful
- Geography: 8 of 15 students are successful
- History: 7 of 10 students are successful
- Mathematics: 5 of 15 students are successful
- French: 11 of 13 students are successful
- Science: 6 of 15 students are successful
- Turkish History: 2 of 2 students are successful
- Turkish Geography: 2 of 2 students are successful
- Total: 6 of 15 students are successful (550 points out of 11 courses)

Here on this class, firstly, it could be said that the unsuccessful ones on each courses, as overall, are the unsuccessful ones on total points. Secondly, the

²⁷ “İngiliz Hay Skul Erkek Mektebi 1927-28 Ex Marks Class VI”, Nişantaşı Anatolian High School Archives, p 7.

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student numbers in the courses of *Turkish History & Turkish Geography* means that 5 Muslim students are not wholly Turkish ones-there could be other Muslim countries' citizens, as students of High School. Then, the low success rates on *Mathematics* and *Science* courses are uncommon in High School, till Fifth Form. The unsuccessfulness on these two courses from Fifth Form and this class, might be related with teacher (if same on two classes) and/or the difficult topics of these courses on these classes. Lastly, the total low success situation could be related with the number of Turkish students in that class and attaching the courses of *Turkish History & Turkish Geography* for finding an average point.

1927-1928 Examination Marks Registry Book ends here. As general observations of this book, it could be said that the success rates increases when classes are going high, as overall. Still, the highest success rates/points are owned by the Fourth Form of High School.

English High School Erkek Mektebi 1930-1931²⁸

While this book differs from the first one, it shows the changes in Republic of Turkey. There is no Arabic letters in this registry book, because there was *1 November 1928 Letter Revolution* of young Republic. Usage of Latin letters means reading this book just like today, from left to right. Also, with the change of Republic's alphabet, the seal of EHSB was changed, too: New seal is all Latin letters, and the city of High School, *Constantinople*, on the old seal changes into *Istanbul* on new one. And naturally, with the new Turkish alphabet, the letters of "ç" and "ş" come into force, as seen on students' names. One more thing for this book is the irregular registry style of it -classes are not regularly/clearly united while making these documents a book. So, the book starts from 6th class and ends with 1st class, however locating the senior or special classes is quite complicated, in this manner. And lastly, with this book, a new thing adds to system of writing: with total marks, which students get the next grade-*Trf (Terfi)*, which students are discharged-*T (Terhis)* and which students are newly come to that class-*Y (Yeni Kabul)* are noted next to total mark of every student. So, it is seen easily how many students go to upper class,

²⁸ "English High School Erkek Mektebi 1930-31 Ex Marks", Nişantaşı Anatolian High School Archives.

how many students leave that class, and how many of them come to that class newly.

This book starts from the highest class: **VI Sınıfı (VI Class)**²⁹. This class has 21 students, 7 of students are Muslim, 2 of them are Greek originated, and 2 of them are Jew originated students. The courses that class takes and the success level of the class are given below:

- Composition (*Tahrir*): 13 of 21 students are successful
- Grammar: 14 of 21 students are successful
- Literature: 13 of 21 students are successful
- Science: 7 of 16 students are successful
- History: 10 of 14 students are successful
- Geography: 4 of 14 students are successful
- Economy (*İktisat*): 6 of 16 students are successful
- Arithmetic: 7 of 16 students are successful
- Algebra: 7 of 16 students are successful
- Geometry (*Hendese*): 5 of 14 students are successful
- French: 13 of 16 students are successful
- Turkish: 9 of 15 students are successful
- Turkish History: 5 of 7 students are successful
- Turkish Geography: 5 of 7 students are successful
- Turkish Civics: 4 of 6 students are successful

Here, first remarkable difference is the course of *Economy*. There was no class like this, in High School, till here, except this class. The year is on 1929-30 Great Depression times, which could direct the rulers to put this course to the oldest class/the closest graduate candidates. Then, the “curse” of *Geography* and *Science* continue, with the new situation of low success on mathematics courses. Having this situation on closest graduate candidates is quite surprising. So, there are 8 upgrade students, while 13 of the class are discharged.

Second class in the book is **V Sınıfı (V Class)**³⁰. Here, 22 students are in this class, and 6 of them are Muslim, 3 of them are Greek originated, 3 of them

²⁹ “English High School Erkek Mektebi 1930-31 Ex Marks Class VI”, Nişantaşı Anatolian High School Archives, p 1.

³⁰ “English High School Erkek Mektebi 1930-31 Ex Marks Class V”, Nişantaşı Anatolian High School Archives, p 2.

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are Armenian originated, 2 of them are Russian originated students-as apprehended from the names-. Courses and success levels are delivered below:

- Grammar: 8 of 21 students are successful
- Composition (*Tahrir*): 6 of 22 students are successful
- Dictation (*İmla*): 14 of 22 students are successful
- Reading (*Kıraat*) & Literature: 12 of 22 students are successful
- History: 5 of 21 students are successful
- Geography: 7 of 21 students are successful
- Physics: 5 of 22 students are successful
- French: 13 of 22 students are successful
- Turkish: 10 of 22 students are successful
- Applied Geometry (*Hendese Tatbiki*): 10 of 14 students are successful
- Geometry (*Hendese*): 7 of 14 students are successful
- Algebra: 7 of 20 students are successful
- Arithmetic: 11 of 22 students are successful
- Turkish History: 6 of 7 students are successful
- Turkish Geography: 5 of 7 students are successful
- Turkish Civics: 5 of 9 students are successful

Here, this one of the older class, we, again, has the *Geography*, *History* and *Science* matter. There should be a change in these classes' teachers, than the old years, or very lazy/idle students. Or having the success generally on language and mathematics courses might mean the tendency of students on these courses. Still, there are 15 upgraded, 4 newly comer and 3 discharged students in this class.

The next class is **IV Sınıfı (IV Class)**³¹. There are 29 students in this class-while 2 of them never come to class; 8 of them are Muslim, 4 of them are Armenian originated, 4 of them are Jew originated and 3 of them are Greek originated students. Their courses and success rates are revealed below:

- Grammar: 16 of 26 students are successful
- Composition (*Tahrir*): 12 of 27 students are successful
- Dictation (*İmla*): 17 of 26 students are successful
- Reading (*Kıraat*): 12 of 26 students are successful
- History: 10 of 27 students are successful

³¹ “English High School Erkek Mektebi 1930-31 Ex Marks Class IV”, Nişantaşı Anatolian High School Archives, pp 3-4.

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- Geography: 8 of 27 students are successful
- Science: 9 of 27 students are successful
- French: 15 of 25 students are successful
- Turkish: 19 of 25 students are successful
- Arithmetic: 13 of 27 students are successful
- Algebra: 12 of 18 students are successful
- Geometry (*Hendese*): 3 of 6 students are successful
- Geometry (*Hendese*)(Probably Applied Geometry): 3 of 6 students are successful
- Turkish History: 7 of 7 students are successful
- Turkish Geography: 7 of 7 students are successful
- Turkish Civics: 3 of 6 students are successful

The first notable point here is the success levels of the courses of *Geography*, *History* and *Science*-quite low success levels there are. This trend is remarkable and notable for evaluating with higher classes. Still, there are 18 upgraded students, out of 27 regularly comer students; while 4 new comers and 7 discharged (2 of them never come to class) students are in this class. And, another point is having 4 types of mathematics courses are gotten.

The next class is **III Sınıfı (III Class)**³². This class has 26 students, 12 of them are Muslim, 4 of them are Greek originated and 2 of them are Armenian originated students. The courses and success rates are revealed below:

- Grammar: 13 of 26 students are successful
- Composition: 23 of 26 students are successful
- Literature: 22 of 25 students are successful
- History: 23 of 25 students are successful
- Geography: 7 of 26 students are successful
- Science: 9 of 26 students are successful
- Dictation: 12 of 26 students are successful
- Turkish: 13 of 25 students are successful
- Turkish History: 9 of 9 students are successful
- Turkish Geography: 6 of 9 students are successful
- Turkish Civics: 5 of 9 students are successful

³² “English High School Erkek Mektebi 1930-31 Ex Marks Class III”, Nişantaşı Anatolian High School Archives, p 5.

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- Algebra: 12 of 25 students are successful
- Arithmetic: 15 of 24 students are successful
- Geometry: 5 of 7 students are successful
- (Applied)* Geometry: 2 of 2 students are successful

This class is pretty steady with High School system, and courses. Approximately on all courses, success level is impressive, with two exceptions: the courses of *Geography* and *Science*. Again, having 7 successful students from all 26 students reminds the teacher factor, for *Geography*. *Science* also is different with its 9 successful students out of 26, who are almost same with previous course's students. Evaluating these two courses together may say the students' factor for/on only these two. Besides, there are 16 upgraded, 4 discharged and 6 newly-comer students.

Now, it is the **II Sınıfı (II Class)**³³ there, which has 26 students, 15 of them are Muslim, 1 of them is Jew originated and 1 of them is Armenian originated students. The success situation and the courses of the class are below:

- Grammar: 13 of 26 students are successful
- Composition: 9 of 26 students are successful
- Dictation: 7 of 26 students are successful
- Reading: 19 of 26 students are successful
- Science: 12 of 26 students are successful
- Geography: 7 of 26 students are successful
- Arithmetic: 10 of 26 students are successful
- French: 12 of 26 students are successful
- Turkish: 22 of 26 students are successful
- Turkish History: 4 of 4 students are successful
- Turkish Geography: 4 of 4 students are successful
- Turkish Civics: 2 of 3 students are successful

Turning flashlight to this class shows the success levels for each course are quite similar with the equal class on 1927-28 registries book. Looking to general situation of class is quite nice, because there are 24 upgraded students and 2 new-comers. And, the course of *Geography* is quite interesting, cause that number of successful students are really high, and this might be explained with

* Possibly

³³ "English High School Erkek Mektebi 1930-31 Ex Marks Class II", Nişantaşı Anatolian High School Archives, p 6.

the teacher factor of the class. Lastly, increasing numbers of Turkish & Muslim originated students are, plus, a remarkable point.

It is the turn of **Senif Mahsus Büyükler İçin (Senior Class³⁴ probably)**, which has 18 students and 7 of them are Muslim (includes 1 Azeri and 1 Arab student), 4 of them are Greek originated, 2 of them are Armenian originated and 3 of them are Jew originated students. The courses and success rates are here:

- Grammar: 12 of 18 students are successful
- Composition: 9 of 18 students are successful
- Dictation: 10 of 18 students are successful
- Reading: 4 of 18 students are successful
- French: 7 of 16 students are successful
- Turkish: 13 of 17 students are successful
- Arithmetic: 7 of 17 students are successful
- Algebra: 1 of 2 students is successful
- Turkish Civics: 1 of 3 students is successful
- Turkish History: Any of 3 students is successful
- Turkish Geography: Any of 3 students is successful

Looking to the success levels of students gives 11 upgraded, 2 discharged and 5 newly coming numbers. As overall, English courses are dominantly successful ones, in comparison with others. One would say that being the class of older ones might harden to harmonize with High School system. Also, starting to use a new alphabet (2 years with it) could be effective on this situation.

The previous before the last class is **I Sınıfı (Mahsus) I Kısım (I Class – Special-Part I)³⁵**. This class has 23 students, 6 of them are Muslim, 2 of them are Armenian originated, 3 of them are Greek originated, and 1 of them is Jew originated students. One of the students never participates to the courses. The courses and success levels are here:

- Grammar: 19 of 20 students are successful
- Composition: 14 of 20 students are successful
- Dictation: 16 of 20 students are successful

³⁴ “English High School Erkek Mektebi 1930-31 Ex Marks Class Senior”, Nişantaşı Anatolian High School Archives, p 7.

³⁵ “English High School Erkek Mektebi 1930-31 Ex Marks Class I/I”, Nişantaşı Anatolian High School Archives, p 8.

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- Reading: 20 of 20 students are successful
- Recitation: 14 of 20 students are successful
- Science: 4 of 20 students are successful
- Arithmetic: 8 of 21 students are successful
- Writing: 10 of 21 students are successful
- Turkish: 13 of 21 students are successful
- Drawing: 10 of 21 students are successful

It is seen that this class is pretty successful on English courses. When comparing English courses' success level and the remaining courses' success levels, one may observe that generally the English-known students are majority of the class-even Turkish or from other citizenships. So, 16 students of the class are upgraded, and 7 of them are newly-comers. It is a pretty successful class, it might be attached.

And, last class of this book is **I Sınıfı (Mahsus) II Kısım (I Class – Special- Part II)**³⁶. This class has 54 students-36 of them are Muslim, 1 of them is French, 8 of them are Anglo-Saxon, 2 of them are Armenian originated, 2 of them are Greek originated students. However, 5 of them never come to the courses. The courses and success levels are here below:

- English: 18 of 41 students are successful
- Dictation: 16 of 42 students are successful
- Reading: 19 of 41 students are successful
- Arithmetic: 23 of 40 students are successful
- Writing: 12 of 42 students are successful
- Turkish: 30 of 49 students are successful

With having the information that; 3 students from class are discharged, 25 of the students are upgraded and 26 of them are newly come to High School, the general success of this class is lower than 50/50. This situation could be commented as the newly coming students' period of adaptation to High School. Also, as a kind of fortune telling, the successful 25 students of this class are the students of one step higher class of High School on next year-fully continuation of the class. And lastly, the high rates of success of the courses of *Arithmetic* and *Turkish* could tell us the dominance of Turkish (Muslim or non Muslim) students might be determinative, here.

³⁶ “English High School Erkek Mektebi 1930-31 Ex Marks Class I/II”, Nişantaşı Anatolian High School Archives, pp 9-10.

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When finalizing this book, generally, it could be noted that the courses of *Geography*, *History* and *Science* are quite low successful, the courses of *French*, *Turkish* and partly *English* have pretty high success levels. On middle classes of High School, there are increasing Turkish and Muslim student numbers. Also, the exception of *Economy* course could be related with the Great Depression of 1929. For a better analyze of the effects of Great Depression and High School, it would be checked the graduate students of High School after finishing school-working or going on education. Other point might be the 1928 Letter Revolution-this could mess students' minds up, and/or it might be an alışma term. The more, the most successful class could claim as the 3rd Class, on points/marks. And lastly, for the cause of focusing to the next year's/term's registries book after here, close to the end of this study, there would be a better and stable analyze about the situation of these students.

English High School Erkek Mektebi 1931-932³⁷

This book of registries belongs to the summer term, which refers to “third term begins on 14th of April till (...) the educational end of term”³⁸. On forming features of book, it is almost same with the previous one. One point is the inspection verifying time; the first-educating Inspector *Nurullah* verified the book on 12.7.933, on behalf of *Istanbul Directorate of Education (İstanbul Maarif Müdürlüğü)*³⁹. As another point, it is seen the signatures of teachers for every course of that class, which might mean the change on rules from Directorate of Education. Then, there are “a” writings, for referring the absence of the student for every course and/or whole class. One unconsidered detail is there on this book, which are the letters of “T, TK, I”. These letters might refer to the upgrading or discharging situations of students, because it changes for every student. However, there are no explanations for these letters, on this book. And, everything was registered to this book with typewriter and/or hand writing. Lastly, one more new thing on this book is noting the Turkish Set of

³⁷ “English High School Erkek Mektebi 1931-932 Ex Marks”, Nişantaşı Anatolian High School Archives.

³⁸ Süleyman Büyükkarcı, “İngiliz Okulları ve Tarihi Gelişimi”, *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi* 6, (1999), p 189.

³⁹ “English High School Erkek Mektebi 1931-932 Ex Marks”, Nişantaşı Anatolian High School Archives, p 12-back side.

every student with letters (like A, B, C Sets), which complicates the system of marks. Besides these, investigation of registries could begin, now.

The book starts with **Sınıf VI-Yaz Devresi 1932 (VI Class-Summer Term 1932)**⁴⁰. This class 13 students, 2 of them are Muslim, 2 of them are Armenian originated and 2 of them are Greek originated students, while 1 of the students is always absent in class. Noting firstly the Turkish Sets of students, the courses could be checked, then:

- Turkish Set: 2A, 5B, 5C, 1E
- English Grammar: 9 of 12 students are successful
- English Composition: 4 of 12 students are successful
- English Literature: 5 of 12 students are successful
- History: 4 of 12 students are successful
- Geography: 4 of 12 students are successful
- Science: 8 of 11 students are successful
- Biology: 6 of 11 students are successful
- Electricity: 9 of 11 students are successful
- French: 4 of 11 students are successful
- Turkish: 5 of 12 students are successful
- Turkish History: 1 of 4 students is successful
- Turkish Geography: 2 of 3 students are successful
- Turkish Civics: 3 of 3 students are successful
- Arithmetic: 8 of 12 students are successful
- Algebra: 9 of 12 students are successful
- Geometry: 2 of 8 students are successful
- Applied Geometry: 7 of 10 students are successful

It should be firstly noted that Turkish Sets of students do not mean being successful on whole courses. Some of the A Set students have the worst points on examination marks. Then, there are new courses, as *Biology* and *Electricity*, which courses generally have better success levels. Another is the difference on success rates/marks of *Geometry* and *Applied Geometry*, which may be explained as the difference on the theory and practice parts of same lesson. *Geography* “course” is going on, like previous two registry books, which might implement on *History* course. Another, for this class, *French* and *Turkish*

⁴⁰ “English High School Erkek Mektebi 1931-932 Ex Marks Class VI Summer”, Nişantaşı Anatolian High School Archives, pp 1-2.

success rates are extraordinary in High School tradition. The other is seeing the teachers of courses with the signatures at the end of pages; English *Grammar-Composition-Literature*, *Geometry-Applied Geometry*, *Geography-Turkish Civics-Arithmetic-Algebra* and *Turkish-Turkish History-Turkish Geography* course cumulates are given by same teachers. This information, now, could explain the “curse” of *Geography*, as giving different sections’ courses with same teacher. And lastly, as far as not knowing the meaning, it could be noted the situation of students here: 3 “T” and 10 “TK” students in this class. Looking to the letters students have are quite resembling the “T” ones are upgrading and “TK” ones are not upgrading. Still, there is no explanation for these letters on documents, so saying a certain meaning to them are not possible.

Second class in the book is **V Sımfi-Yaz Devresi 1932 (V Class-Summer Term 1932)**⁴¹. This class has 22 students-7 of them are Muslim, 2 of them are Armenian originated, 3 of them are Greek originated and 3 of them are Jew originated students. Now, the courses are below:

- Turkish Set: 5A, 6B, 8C, 1D, 1E, 1F
- English Grammar: 10 of 22 students are successful
- English Composition: 13 of 22 students are successful
- English Dictation: 15 of 22 students are successful
- Reading & Literature: 9 of 22 students are successful
- Geography: 13 of 22 students are successful
- History: 6 of 22 students are successful
- Physics: 11 of 22 students are successful
- Arithmetic: 13 of 22 students are successful
- Algebra: 11 of 22 students are successful
- Geometry: 4 of 14 students are successful
- Applied Geometry: 8 of 14 students are successful
- French: 11 of 22 students are successful
- Turkish: 12 of 22 students are successful
- Turkish History: 4 of 10 students are successful
- Turkish Geography: 6 of 10 students are successful
- Turkish Civics: 3 of 9 students are successful
- Electricity: 10 of 14 students are successful

⁴¹ “English High School Erkek Mektebi 1931-932 Ex Marks Class V Summer”, Nişantaşı Anatolian High School Archives, pp 3-4.

Firstly, on this class, only *Turkish History* and *Turkish Geography* courses are given by same teacher. Then, *Geometry & Applied Geometry* situation goes on. Also, *History* and *Geography* courses are like to change their success rates. And lastly, the letters of students are here: 14 “T”, 1 “TK” and 7 “P”.

The next class is **Sınıf IV –Yaz Devresi 1932 (IV Class-Summer Term 1932)**⁴². Here are 25 students, 10 of them are Muslim-1 of them is *possibly* Arabian-, 3 of them are Armenian originated, 5 of them are Greek originated and 2 of them are Jew originated students. The courses and success situations are given below:

- Turkish Set: 7A, 5B, 4C, 5D, 3E, 1F
- English Grammar: 22 of 25 students are successful
- English Composition: 10 of 25 students are successful
- English Dictation: 18 of 25 students are successful
- English Reading & Literature: 15 of 25 students are successful
- History: 17 of 25 students are successful
- Geography: 10 of 25 students are successful
- Science: 10 of 25 students are successful
- French: 15 of 25 students are successful
- Turkish: 16 of 24 students are successful
- Arithmetic: 14 of 25 students are successful
- Algebra: 15 of 20 students are successful
- Geometry: 1 of 5 students is successful
- Applied Geometry: 2 of 5 students are successful
- Turkish History: 7 of 11 students are successful
- Turkish Geography: 5 of 11 students are successful
- Turkish Civics: 4 of 10 students are successful

Here, the courses of *Geography* and *Science* continue on their success levels. And *Geometry & Applied Geometry* courses are closing to each other on success rates, too. One point could contribute the pretty successful situation of this class: the III Class of previous registry book is these students, who had almost the highest point on previous book. However, that does not mean previous year’s successful students still have their seats, it is seen on original

⁴² “English High School Erkek Mektebi 1931-932 Ex Marks Class IV Summer”, Nişantaşı Anatolian High School Archives, p 5.

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documents how one student could change in one year. And finally, the letters are noted here: 21 “T”, 4 “I”.

Next class is **Sınıf IIIA-Yaz Devresi 1932 (Class IIIA-Summer Term 1932)**⁴³. There are 29 students, 8 of them are Muslim, 5 of them are Jew originated, 4 of them are Greek originated and 3 of them are Armenian originated students. The courses and considerations are located below:

- Turkish Set: 6B, 10C, 9D, 4E
- English Grammar: 14 of 29 students are successful
- English Composition: 21 of 29 students are successful
- English Dictation: 18 of 29 students are successful
- English Literature: 13 of 29 students are successful
- History: 13 of 29 students are successful
- Geography: 9 of 29 students are successful
- Science: 12 of 28 students are successful
- French: 12 of 25 students are successful
- Turkish: 12 of 26 students are successful
- Turkish History: 1 of 6 students is successful
- Turkish Geography: 1 of 6 students is successful
- Turkish Civics: 3 of 6 students are successful
- Arithmetic: 14 of 28 students are successful
- Algebra: 6 of 9 students are successful
- Geometry: 1 of 4 students is successful

It is seen the situation of *Geography* and *Geometry* courses as continuing. *Turkish History* & *Turkish Geography* are surprising for this class, because these students are previous book's Class II-which was pretty successful, generally. Looking to these two courses on this book, with other classes in it, could mean a shifted teacher for them. And, the letters noted on original documents are here: 17 “T”, 7 “TK”, 1 “I” and 1 blank.

New class is **Sınıf Hususi-Yaz Devresi 1932 (Special Class-Summer Term 1932)**⁴⁴. This class has 6 students; 1 of them is Greek originated, and 5 of them are Muslim students. Their courses and success levels are here below:

⁴³ “English High School Erkek Mektebi 1931-932 Ex Marks Class IIIA Summer”, Nişantaşı Anatolian High School Archives, p 6.

⁴⁴ “English High School Erkek Mektebi 1931-932 Ex Marks Class Special Summer”, Nişantaşı Anatolian High School Archives, p 7.

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- Turkish Set: 1B, 4C, 1D
- English Dictation: 4 of 6 students are successful
- English Composition: 0 of 6 students is successful (all is under 50 points)
- English Grammar: 0 of 6 students is successful
- English Literature: 0 of 6 students is successful
- Turkish History: 0 of 1 student is successful
- Turkish Geography: 1 of 1 student is successful
- Turkish: 6 of 6 students are successful
- Turkish Civics: 0 of 1 student is successful
- French: 0 of 1 student is successful

This special class seems to be the younger students' class, because there are only basic 9 courses of High School for that class. Also, their English courses are quite unsuccessful. Only *Turkish* course is remarkable according to its successful students; other courses, even *French* which has been generally successful in High School tradition, are bad. Plus, the students' *Turkish Sets* also are not so high. With these all, we have the letters here: 3 "T" and 3 "TK".

The next class is **Sınıf III B – Yaz Devresi 1932 (Class III B-Summer Term 1932)**⁴⁵. This class has 20 students; while 14 of them are Muslim, 2 of them are Greek originated, 2 of them are Jew originated and 1 of them is Armenian originated students. Their courses and success rates are below:

- Turkish Set: 1A, 7B, 8C, 3D, 1E
- English Grammar: 9 of 20 students are successful
- English Composition: 8 of 20 students are successful
- English Dictation: 9 of 20 students are successful
- English Reading: 12 of 20 students are successful
- History: 14 of 18 students are successful
- Geography: 3 of 20 students are successful
- Science: 8 of 19 students are successful
- Drawing: 0 of 4 students is successful
- French: 7 of 18 students are successful
- Turkish: 12 of 19 students are successful
- Arithmetic: 9 of 20 students are successful

⁴⁵ "English High School Erkek Mektebi 1931-932 Ex Marks Class IIIB Summer", Nişantaşı Anatolian High School Archives, p 8.

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- Turkish History: 1 of 7 students is successful
- Turkish Geography: 5 of 7 students are successful
- Turkish Civics: 2 of 7 students are successful

We have *Geography* and *Science* courses, as it is witnessed till here, as unsuccessful courses. So, again, it might be related with the teacher factor, here. Also, as falsifying the High School tradition, we have low-success English and *French* courses. Also, *Turkish History* and *Turkish Civics* courses are not brilliant, despite having their students as Turkish originated. Yet, the –unknown meaning- letters are here: 9 “T”, 7 “TK”, 4 “T”.

The new class is **Sınıf II – Yaz Devresi 1932 (Class II-Summer Term 1932)**⁴⁶. Here are 20 students, whose of 7 are Muslim, whose of 3 are Greek originated and whose of 1 is Armenian originated students. The courses and success situation reveal below:

- Turkish Set: 1B, 4C, 8D, 5E, 2F
- English Grammar: 12 of 20 students are successful
- English Dictation: 14 of 20 students are successful
- English Composition: 11 of 20 students are successful
- English Reading: 19 of 20 students are successful
- Geography: 6 of 20 students are successful
- Science: 13 of 20 students are successful
- French: 15 of 20 students are successful
- Turkish: 9 of 19 students are successful
- Arithmetic: 15 of 20 students are successful
- Turkish History: 0 of 1 student is successful
- Turkish Geography: 1 of 1 student is successful
- Turkish Civics: 0 of 1 student is successful

In that class, apart from *Geography* and Turkish courses, success level is quite high. Another point is the number of non-Turkish students-almost half of the class. This could heighten the English lessons’ and lower *Turkish* course’s average success. One other point is, apart from the course of *Turkish*, the other Turkish courses’ situation: one student those courses have, and on two of the courses, there was no success. The more, *Geography* “course” I s still there, even

⁴⁶ “English High School Erkek Mektebi 1931-932 Ex Marks Class II Summer”, Nişantaşı Anatolian High School Archives, p 9.

for newer students of High School, too. Lastly, the unrecognized letters are here: 1 “T”, 1 “TK” and 18 “T”.

The class before the last one is here and named as **I. Sınıfı (Mahsus) I. Kısım – Yaz Devresi 1932 (I Class –Special- I Part –Summer Term 1932)**⁴⁷. This class has 25 students, 11 of them are Muslim, 2 of them are Armenian originated and 2 of them are Greek originated students. The courses and success issue of the class lay below:

- Turkish Set: 2C, 7D, 10E, 6F
- English Grammar: 21 of 25 students are successful
- English Composition: 16 of 25 students are successful
- Dictation: 25 of 25 students are successful
- Reading: 24 of 25 students are successful
- Recitation: 21 of 25 students are successful
- General Information: 15 of 25 students are successful
- Arithmetic: 16 of 25 students are successful
- Writing: 23 of 25 students are successful
- Drawing: 8 of 25 students are successful
- Turkish: 15 of 25 students are successful

The first point is a new course for these little students of High School: *General Information*. This might be a part of educating students as “gentleman”⁴⁸. Apart from the course of *Drawing*, general success situation is quite well. Yet, *Drawing* needs special/personal talent, so here, talking about success would not be right. Lastly, the letters are shown as 24 “T” and 1 blank in original documents.

Now, it is the turn of last class of this book: **I. Sınıfı (Mahsus) II. Kısımı – Yaz Devresi 1932 (I Class –Special- II Part Summer Term 1932)**⁴⁹. This class is pretty crowded with its 45 students: while 27 of them are Muslim, 1 French originated and 2 Greek originated students are also in this class. 1 student is always absent. The success situations and the courses are given below:

⁴⁷ “English High School Erkek Mektebi 1931-932 Ex Marks Class I/I Summer”, Nişantaşı Anatolian High School Archives, p 10.

⁴⁸ “Tarihimiz”, Nişantaşı Anadolu Lisesi, accessed on December 29, 2011, <http://www.nisantasi.k12.tr/okulumuz/tarihimiz/>.

⁴⁹ “English High School Erkek Mektebi 1931-932 Ex Marks Class I/II Summer”, Nişantaşı Anatolian High School Archives, pp 11-12.

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- Turkish Set: 1B, 2C, 3D, 13E, 26F
- English: 22 of 44 students are successful
- Dictation: 23 of 44 students are successful
- Reading: 16 of 44 students are successful
- Arithmetic: 20 of 44 students are successful
- Writing: 23 of 44 students are successful
- Turkish: 22 of 43 student are successful
- Turkish History: 1 of 1 student is successful
- Turkish Geography: 0 of 1 student is successful
- Turkish Civics: 1 of 1 student is successful

General success situation of these newly comer students are quite well, which could be commented as accepting its students with some kind of elimination to High School. This possibility also contributes the success rate of previous class. Looking to both first classes of High School also could contribute the idea about the education system: firstly stabilizing the basic courses, with general mannerly, than putting new bricks according to the needs of time. Whatever, the letters are here: 6 “I”, 4 “TK”, 35 “T”.

As finishing this registry book, there should be some sentences about general situation. Looking a little higher to High School could show an average success at minimum. This situation could shift class to class, age to age. The course of *Geography*, here, is one of the interesting issue: whichever the class is, this course has little rates of success, which could be related with teacher feature. Following the success levels of students with comparing the previous registry book could help for considering High School’s tradition, style, and success. Another point would be the *French* courses, what almost is a tradition and a particular to successful courses. We, yet, do not know the French teacher on whole years we try to check the registry books of; however, the success level of High School on this course might be related with the teacher feature, too. On this book, it is found the new courses, as *General Information* and *Electricity*. Another point is increasing numbers of Muslim originated students at High School, and also increasing marks of the course of *Turkish*, compared with the previous book. System is pretty stable, and dynamic for new needs of time, at High School. Here, the registry books investigation & analyze part ends. Assessment part will try to sum up the data.

Last Words for Gentlemen's School

English High School for Boys in Istanbul is established in 1905, Kuledibi district. There were some movings, some fires, and final location of High School became Nişantaşı, in 1911. With the establishment of Republic of Turkey, and with the bilateral letters of Turkish and English parties at Lausanne, High School passed under sovereignty of the new Republic. World War II, also 1951 “High School Status” brought High School so many students. 1971 was the year for the visit of Queen of England Mrs. Elisabeth with her family. Financial problems were caused to cede of High School to the Ministry of Education of Turkey and happened on 1979. With this, name changed into “Nişantaşı Anatolian High School” which is still alive. And still, the graduates of this school consider themselves as “one High Schooler”. There are one more writing in literature as the establisher of High School is W.N. Birks, however, in High School sources, there are any name like this. (This name also could not be found in any place, too.)

Looking to the examination marks registry books of High School could mean a lot of things. From the first students of High School in 1905, the student profiles were and are always cosmopolite in this school. It could be seen the Turkish originated (Muslim or not), Greek, Armenian, Jew, French, British, Azeri, Arabian and Russian originated students of High School, just for the years checked in this study. The more will surely be seen on future studies which will stands to High School archive.

In High School archive, there could not be found the course descriptions, or regularly recorded documents. For this study, as claiming High School's attention on training “Gentlemen”, there is only one or two little clue on courses, like the course of *General Information*. However, the checked documents are just a very little part of the whole, and the time zone chosen is also short and again documents are not regular. Still, it is surely could be noted that there were an attention for teaching English lessons, detailed. French, also, is a standard of High School. And contributing these with the memoirs of High School's oldies can give us the tradition for educating the Gentlemen. Working on the graduates of High School in another study will contribute the *tradition* of High School on training the *Gentlemen*.

Plus, the courses in this study's time zone show the effort on following the time's needs for its future graduates. There was a *Geography* curse of High

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School for mentioned time zone, which assisted by *Science* and *History*, from time to time. According to the non-Turkish originated students in one class, it is not seen the courses of *Turkish Geography & History & Civics*-as fitting on the 1938 *the Guide of Culture Courses in Minority and Foreign Schools*. In any case, there could be two certain things to say. One is the efforts for stabilizing a *High School system/tradition* in newly established Republic. The other is the success level of High School-for three books studied here, it can surely be noted that High School has a success level higher than average: it is studied a quite successful school here.

About the classes of High School, there is a pretty complex situation on placement of classes. There are Classes I, II, III, IV, V and VI, also a “*Senior*” class. According to 1938 *the Student Issues of Turkish Special, Minority and Foreign Schools*⁵⁰ Guide, there should be preparatory classes for newly coming students of senior and/or high schools. And this expression fits on the *Senior Class* of High School. Mentioned class has not all courses of higher classes, and has pretty low points for courses. Plus, on this guide of 1938, it is noting that there were 1 preparatory and 6 secondary school classes on *Nişantaşı English High School for Boys*⁵¹, which again contributes the guess on Senior Class. Still, there is no certain definition on High School documents for placing the classes.

Till here, all the words for referred time zone and defined documents of English High School for Boys could be noted. For saying better, embraced and/or different words, the time zone and documents may be widened. It should be also and surely noted here that Nişantaşı Anatolian High School and the website of Alumni Association of EHS have to be gratituted for their decent helps on having the documents and information for this study.

⁵⁰ “İhzarî Sınıflar”, *Türk Özel, Azınlık ve Yabancı Okulların Talebe İşleri*, (İstanbul: İstanbul Öğretmenleri Yardım Cemiyeti Press, 1938), p 11.

⁵¹ “Orta ve Lise Dereceli Türk Hususi, Azınlık ve Yabancı Okullarının Sınıf Teşkilatı”, *Türk Özel, Azınlık ve Yabancı Okulların Talebe İşleri*, (İstanbul: İstanbul Öğretmenleri Yardım Cemiyeti Press, 1938), p 10.

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